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Proceedings
OF THE
FORTIETH ANNUAL
CONVENTION
OF THE
Association of
Colleges and Secondary
Schools
of the Middle States and
Maryland
1926

HELD UNDER THE AUSPICES OF THE
UNIVERSITY OF BUFFALO,
THE NICHOLS SCHOOL AND
BUFFALO SEMINARY

FRIDAY AND SATURDAY
NOVEMBER 26 and 27, 1926

PUBLISHED BY THE ASSOCIATION

1927

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The next Convention of the Association will be held at Atlantic City, N. J., under the auspices of the Atlantic City High School, on the Friday and Saturday following Thanksgiving, 1927.

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FRIDAY MORNING SESSION

November 26, 1926

ADDRESS OF WELCOME

HEADMASTER THURSTON DAVIES, The Nichols School

Mr. President, Ladies and Gentlemen:

I notice I am down on the program for the address of welcome. My private opinion as to the best welcome I could give to the delegates to Buffalo would be not to make an address; so I shall restrict myself to a very few words.

We are delighted, here in Buffalo, that the Association of Colleges and Secondary Schools of the Middle States and Maryland has come out to this northwest territory. We are glad that the Association has not the feeling ascribed to a well known Chicago man, whose greatest ambition was to go to New York and not like it. We feel that this Association is one which is particularly close to all of us just at the present time, when we have so many developments in education, affecting both the colleges and the secondary schools—to mention only one or two of them: the proposed twelve-unit plan, which is to be discussed at this gathering, the increased number of candidates which the secondary schools are sending up to colleges, and the increased problems which the directors of admission in colleges—many of whom are here before me—are having in making a selection of candidates, all making it imperative that the colleges and secondary schools do some of their work in common. I think we all feel that we do not get together often enough; so we are more than delighted to welcome you to Buffalo, and we hope that your pleasure in coming here will even approximate the pleasure we have in welcoming you.

RESPONSE

PRESIDENT FILES

Mr. Davies, representing our hosts and hostesses:

It is a great pleasure to respond to your kindly words of welcome. Your cordial invitation to hold this fortieth anniversary meeting here in Buffalo stands second only to your most gracious welcome. Why we have not accepted your invitation in the past

we know not. We are perfectly well aware that it is very unusual to postpone until a fortieth anniversary a trip to Buffalo and Niagara Falls.

We are glad to meet you in your home environment. We know that our stay with you will be one of pleasure and profit, from both the social and the intellectual standpoints. To give weight to our sincerity in these statements we have tried to provide for you a program of unusual strength. A glance at this printed form will show that we have an unusual group of distinguished educators, who will give to us the most advanced thought in their respective fields.

The response that I make must of necessity be short. If it were longer it would not in any way add to its sincerity. We thank you for your welcome.

TRENDS IN THE REORGANIZATION OF SECONDARY SCHOOLS

DR. LEONARD V. KOOS, Professor of Secondary Education,
University of Minnesota

[Printed in summary at the request of Dr. Koos]

Attention is directed chiefly to the significance of two major aspects of the reorganization which secondary education in this country has been experiencing in recent decades; downward extension of the high school to include the seventh and eighth grades, that is, junior high-school reorganization; and upward extension to include the first two college years as represented in the junior-college movement. These two movements to vertical extension should to some extent be considered together, since they have much meaning for each other and for the future of American secondary education, at least of public secondary education, as a whole.

Of the two phases of this vertical extension of secondary education the junior high school has to date taken much greater hold, probably just because it is lower in the school system and in grades already provided. It has been shown that more than three-fourths of the cities with populations of 100,000 and over have committed themselves to this downward extension. Some of these cities already enroll all or almost all of the children of appropriate grades in junior high schools or in junior-senior high schools. Smaller cities also are making rapid progress in this direction. There can be little question that within a few decades downward extension will be general.

Because the meaning of the junior high-school movement is becoming increasingly clear, there is little need to dwell on it at length before an organization like the Association of Colleges and Secondary Schools in session here. One can not refrain, however, from stressing before an organization that brings together the representatives of the colleges and of the secondary schools the desirability of removing as soon as possible the traditional control over the ninth-grade curriculum exercised by the college-entrance requirements. Perhaps the chief consideration supporting relinquishment of this control is the differentiation of purpose between junior and senior high schools.

Although these two units in the system have major purposes chiefly in common, there is at least one difference of vital significance. The senior high school is increasingly conceded to be the place of beginning specialization on the part of pupils enrolled. For most pupils not going on to higher levels of training this means vocational training, that is, occupational preparation on the high-school level. For the pupil continuing his training on the collegiate level it may mean some concession toward college preparation. In a very important sense the work in preparation for college for the pupil going on is analogous to the occupational preparation for the pupil whose period of education terminates with high-school graduation or earlier during the secondary-school period.

On the other hand it becomes increasingly clear that the junior high school period should *not* be one of specialization, either in preparation for occupations or for college. Its related purpose is guidance and exploration, a purpose which, for the individual pupil, must be achieved *before* specialization can begin. In this respect the purposes of the junior and senior high schools are *complementary*. This is not to say that the senior high-school period has no obligations in guidance, but merely that the heavier burden of guidance rests on the junior high school. In endeavoring to perform this important distributive function it *should not* be hampered by such demands for specialization as are represented in the college-entrance requirements.

Although extension upward of the American secondary school is not nearly as general as is downward extension it began somewhat earlier and has made remarkable progress. There are now in existence in the United States somewhere between 250 and 300 junior colleges. These are of three main types, those maintained as parts of public-school systems, those on private foundations, and those maintained in connection with normal schools, teachers colleges, and as branches of other public higher institutions. The movement has made such progress that it must be taken into account in any plans for the organization of American education in the future.

I can not take time more than to mention the considerations usually mustered in support of the junior college and with which the members of this audience are generally conversant. Among

these are the greater democratization or popularization of education on this level by bringing it nearer the home of the student and lowering its cost; the better conservation of the interests of the individual student during critical years than is possible in our larger institutions, and the like. I can merely state that I accept these. I desire to direct your attention to certain forces of reorganization with which you are not as likely to be conversant and which impress me as no less significant. They relate to the trends of reorganization in higher education which have been bringing for us a line of cleavage, about the middle of our conventional four-year college period, which has much in common with the junior-college idea. Elements of this trend are the fact that students enter college today considerably older—for some eastern colleges two years older—than they did a century ago; that requirements for entrance to college have practically doubled in the same period; that these increased requirements have come down from the college curriculum; that the subjects of the college curriculum which were formerly prescribed for juniors and seniors are now available to freshmen and sophomores; that during the last two years of the college curriculum the student is usually required to specialize, the specialization being for him preparation toward his profession; that the shift for a third of a century has been definitely toward professionalization during the last two years. Forces like those back of these trends seem certainly to be moving us toward this upward extension of the secondary school to include the junior-college years.

Thus, the question turns on how these two kinds of vertical extension—downward and upward—are to be incorporated in the organization of American education. The first steps have been toward a 6-3-3-2 organization of public education with six years in the elementary school, three in the junior high school, three in the senior high school, and two in the junior college. The feeling grows, however, that this type of organization will be unwieldy. From certain quarters has come the proposal to break the new eight-year period of secondary education into two equal parts, thereby providing a 6-4-4 organization of public education, with the university superimposed on this as the place of acknowledged academic and professional specialization. While one may not be justified in being assured that this particular organization is im-

pending, there can be no doubt that fundamental reorganization of education that involves downward and upward extension of the secondary school is on the way. It is for us to be alert to the changes and their significance so that we may aid rather than hinder the development and attainment of the great American system of education.

DISCUSSION

HEADMASTER MATHER ABBOTT, Lawrenceville School

Mr. President, Ladies and Gentlemen:

You know, the request of our President must be an order, and when he asked me if I would come and discuss Dr. Koos' speech, I said "Yes" and telegraphed him so; and then I sat back in my chair and wondered what I had done.

You see, I suppose I was asked to discuss this question from the private school standpoint, or, as Mr. Hackett of *The Outlook* would have it, the independent school standpoint. Now, I always feel in educational matters that all these officers of education and these great teachers of education have so much to do with the public school—elementary and high—that when I read their books I feel like the little brother, outside the pale, merely because nothing is ever said about the private school in these books, or if anything is ever said about the private school, it is passed over very quickly. Now, to ask a private school man to discuss the masterly and interesting address that we have just had is pretty hard on the private school man. What I did, of course, when I accepted this arduous task, was to send immediately for all of Dr. Koos' books, and I have been awfully busy.

You know, when Professor Sharp brought out his little pamphlet and said that the private school was unAmerican, etc., etc., we at Lawrenceville were rather nervous. Then the State of Oregon got rather excited and tried to put us out, and I hear that the private schools in Indiana are also having some trouble. So we got the trustees together and sent for Holmes, Inglis and Beetley, of Harvard, and they all came down and examined us, and we had a very uncomfortable three months. Imagine letting Inglis loose in a private school. He had a wonderful time. At the end of it they came to me and reported; then I did not feel so badly, and in reading Dr. Koos' books I do not feel so badly, because I find that the private school is the pioneer—only in one phase, however—and that is in the college preparatory work.

It is an unfortunate fact that when the average father brings his boy to me (and I expect this is true of every private school) he does not say—"I want this boy made good in character," or "made a man," but he does say: "How soon will you get him into

college?"—just as though it were a bargain and sale. If he finds that I cannot put the boy into college as soon as he thinks the boy ought to be placed there, he goes and tries some other school. Hence, as we have to consider our clientele, it has been necessary for the private school to aim at putting every boy of good or weak intellect into college. Therefore, long before the public schools tried the "6-3-3" Plan, which is the Junior High School plan, we were forced to use the Junior High School plan. So I may say that in college preparatory work the Junior High School plan has been existing in the private schools long before it was taken up by the public schools.

Now, just on the side, I should like to tell you a little story. We are talking this morning about re-organization, and if I may pause for a moment in my remarks, I should like to tell you about Dr. Randall. Dr. Randall, who was Headmaster for 20 years of the Winchester School, in England, and who is now representing the Rhodes Scholarships, came to look over my school, and I asked some of my cleverest boys to come in and talk to him. After it was over and they had gone out, a lady turned to the Headmaster and said, "Dr. Randall, what do you think of our boys?" and he replied, "Well, Madam, I am awfully sorry, but I am used to boys with intellect."

Well, he came and said he wanted to see how I ran the school, and I said, "All right, come and sit in my office"; and he came and sat in my office all morning. First came in the head of the Discipline Department, then the head of the Administration Department, then the head of the Management Department, and so on. I felt he was getting restless, and when it was all over he said, "Oh, organization! Organization! Everything is organization!"

I asked, "Why not?"

"Well," he replied, "over in the Old Country we turn out scholars, do we not?"

I replied, "Yes."

Then he said, "Well, we have no organization, we always do as our fathers did, and it works; it works."

In our preparatory work—in fact, in our sixth form schools—the first three forms are certainly a junior high school and our last three forms are certainly a senior high school—in fact, I am

glad to say that this year we have, in our little place, gone a little farther into the upper field and we have three or four boys between 14 and 16 who are already in college or lacking one point for college; and so we have started a junior college system.

As far as we are concerned, this 6-3-3 method is excellent; and also, as far as we are concerned, we would greet the junior high school with a great deal of pleasure because of the occupational and guidance idea that will be given in those schools. It is an unhappy fact that boys come to us from a modern high school, intending to take one or two years with us, and after they have been with us a while they drop to the fourth form and third form and bring up in the second form. The reason is that no one has paid any attention to those boys in the high school. They have taken all sorts of subjects and then suddenly they come along and they decide to go to Harvard, Yale, or Princeton and their fathers bring them to us and we try to put them where the fathers want them, and they drop down. Therefore, if the junior high school works and if they are going to lay a great deal of stress on guidance and on the future occupation of the boy, we are going to have a much easier task in selecting the boys who come to us.

I really cannot discuss further the address that has just been given us. I agree with it nearly in every detail; but I ran across something in one of Dr. Koos' books which interested me tremendously, and if you will pardon me I am going to read it because I know if I try to recite it I am going to get it wrong and the gentleman will say something or will not give me that rebate he has promised me. The passage is this:

"It is gratifying to note that among recent tendencies in secondary education are efforts to group pupils according to ability and capacity."

So far, I think, in our private schools we have not done this. We are embarrassed by want of finances to hire enough masters, and we have taken as our criterion of the class the most stupid boy, because, you know, our job is to put every boy into college; consequently, the brilliant and able students have been left alone. I may say that in the re-organization that Holmes & Company put into our school—we are differentiating the able boy from the stupid boy, and we have followed that with tremendous results.

Another thing Dr. Koos says is that "Among the recent tendencies are the organizations planned to foster the individualization of instruction"; and this, of course, leads to lots of interesting things, such as great interest in instructional procedure and to the need of personnel officers.

While I am on the subject of experiments I would like to tell you of a little story some of you may have read in a recent Scribner advertisement, where a man was asked to go to a dinner party, and Tommy, 10 years old, was allowed to go to the party. In the middle of the dinner Tommy put his hands in the gravy and wiped them on the man's dinner coat, and the mother said, "Don't mind Tommy; his father is just studying him."

It also leads to a need of personnel officers.

In the old school the headmaster was able, as Ian Maclaren's headmaster, to know every boy in school and study him, and to know whether he was fit for college or not, and to determine what vocation he should take up. With mass production now, that is not possible; so I am delighted to see, in all our schools, that the personnel officer is becoming a great institution.

If I may again refer to Dean Holmes: In our school we have five forms; we have five form officers, and under each form officer the form is divided into tenths, and each man is responsible for ten boys. These men report to the form officer; the form officer reports to his head, who is the dean of the faculty, and the dean of the faculty has bi-weekly meetings with these officers; consequently, the headmaster is kept in touch with every boy in the school and can do the old job of the village schoolmaster.

In conclusion I would like to say that after reading Dr. Koos' books and Thompson's books, and lots of other books, I have come to the conclusion that everything now tends to do away with the old slogan, "Whatever the colleges require for admission should constitute training for life," and that a new slogan is coming: "Whatever constitutes training for life should be used for college admission."

REPRESENTATIVE COLLEGES IN THE MIDDLE STATES

BY CLYDE FURST AND EDYTHE MASLEN

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Tables: I. Comprehensive information. II. Certificate privileges. III. Administration of entrance requirements. IV. Articulation with secondary schools. V, a, b, c. Periods per week. VI. Length of periods. VII. Length of session. VIII, a, b. Vacations. IX. Holidays. X. Hours required for graduation. XI. Requirements concerning quality. XII. Increase or decrease in degrees granted. XIII. Subjects of departments. XIV. Curriculum suggested by departments.

Charts: A. Certificate privileges. B. Conditioned and special students. C. Administration of entrance requirements. D. Articulation with secondary schools. E. Periods per week, length of periods. F. Length of session, vacations and holidays. G. Number and nature of degrees. H. Hours required for graduation. J. Quality requirements. K. Degrees granted 1921-4. L. Increase or decrease in number of degrees awarded. M. Number of students related to increase in degrees and to proportion of students receiving degrees. N. Proportion of students receiving degrees related to number of students per teacher. O. Subjects of departments.

SECTION (1)

The Association of Colleges and Secondary Schools of the Middle States and Maryland has asked the Carnegie Foundation to study and report upon its collection of miscellaneous information concerning the colleges that compose its membership.

This information is chiefly in the form of answers on printed forms to questions that are sometimes hard to formulate and difficult to answer. The interpretation of the answers, therefore, must often be merely suggestive. Sometimes the suggestion is scarcely more than an indication as to how questions might be framed so as to secure more precise and illuminating information. All of the answers have been studied carefully and checked repeatedly whenever they are quoted in a table or discussed. Additional accuracy might perhaps be secured by sending proof of all tables and discussion to all of the colleges concerned, but the time and labor that this would involve would scarcely be justified by the results of a study that can be only suggestive.

All except three of the blanks were answered in the calendar year 1925, more than two-thirds of them in January (12), February (22), and March (15) of that year. The remainder are dated April (2), May (12), June (3), July (1), August (1), October (2), and November, 1926, (1). Nearly one-fifth of the replies (14) ignored the request that they should be dated. All but half a dozen of these, however, were accompanied by letters which gave an approximate date.

Information sent in answers to twenty-four questions concerning the first three of the seven standards that have been adopted by the Association is condensed in the large Table No. 1*, and is discussed in the following paragraphs in the order of the question blanks, the number of each paragraph corresponding to the number of a column in Table I.

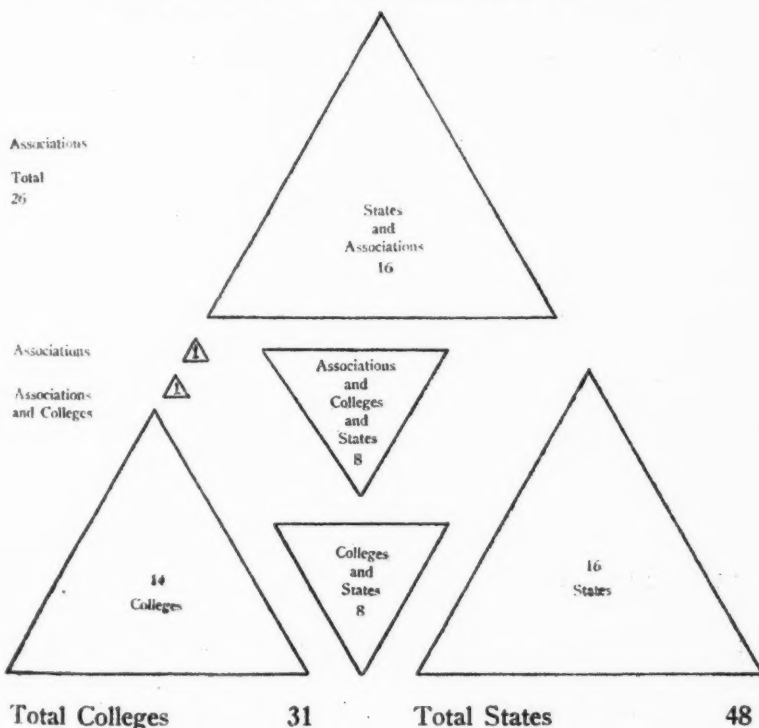
(2) The requirements for entrance to colleges in the Middle States were reported upon by the Foundation in 1925, in a study of the entrance records of the 15,389 students who entered, in the autumn of 1924, 77 of the 79 colleges that belong to the Association, and a comparison of them with the similar records of 6603 students who entered 20 Massachusetts colleges in 1922, and 8745

*See Table I on third page of cover.

students who entered the 40 colleges belonging to the Southern Association of Colleges and Secondary Schools in 1921. Following the detailed presentation of this study in the Proceedings of the Association for 1925, pages 52 to 77, only a few other items concerning entrance require consideration.

(3) Schools are granted the privilege of certification on the basis of information from three sources—the experience of the college itself, the judgment of official accrediting agencies set up by the different States, and the approval of the several representative associations. Lists of schools accredited by State (45), or in 1 case City, Departments of Education, or, in 2 instances, State Universities, are used by 48 colleges. In 16 colleges State

CHART A
(Section 3, Table II)
SOURCES OF INFORMATION FOR GRANTING
CERTIFICATE PRIVILEGE TO SCHOOLS



lists only are used; in 8 colleges State lists are combined with the college's own information, in 16 colleges State lists are combined with lists of schools approved by various associations; 8 combine the information of State, association and college. Association lists are used by 26 colleges—in 1 without other aid, in 1 with the college's own information, and, as mentioned, in 16 with State lists, and in 8 with State and college data. Thirty-one colleges have lists of their own—in addition to the 8 that combine their information with State lists, the 8 that combine it with State and association data, and the 1 that combines it with Association lists, 14 colleges depend entirely upon their own information. This, according to the reports, is centered in a dean, a faculty committee, the faculty, or simply, in 3 cases, in the college. Of these 14 colleges, 3 investigate schools, 5 judge them by student records; 5 colleges that do not depend entirely upon their own information investigate, 3 inspect schools, and 3 use student records. The most striking feature in the selection of schools for certification is that only 8 of 64 colleges report using all available sources of information—those of the college, the States, and of representative associations combined. Eight colleges do not use certificates, 4 sent no information concerning them. (Chart A.)

TABLE II
Sources of Information for Granting Certificate
Privileges to Schools.
(Section 3, Chart A)

States alone_ 16			
States -----	8	and Associations	8 and Colleges --- 8
States -----	16	and Associations	16
States -----	8		and Colleges --- 8
		Associations	1 and Colleges --- 1
		Associations	Colleges
		alone -----	1 alone --- 14
Total: States	48	Associations	26 Colleges --- 31

(4) To the question whether students are admitted without fully meeting the stated entrance requirements 1 institution made no reply, 24 gave negative and 49 affirmative answers, and 2 both

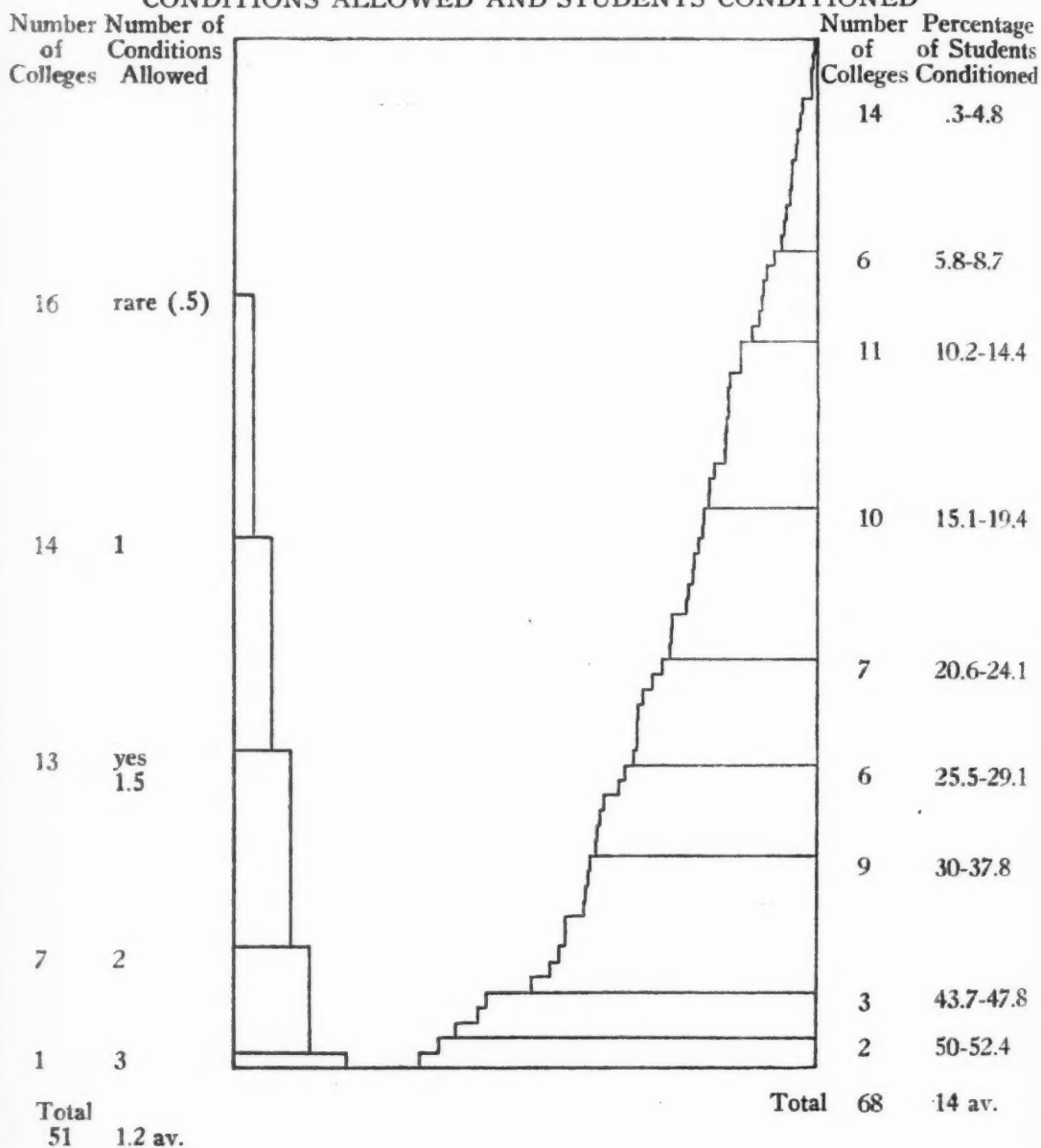
negative and affirmative—"no, one condition"—which have been counted as affirmative. Of the 51 affirmatives 8 said merely "yes," 16 used a qualifying word or phrase like 'sometimes', 'occasionally', 'rarely', or 'about one a year'. The remaining 27 specified the character of the conditions allowed: 3 institutions allow conditions in subjects but not in quantity of work, 11 allow one unit of conditions, 1 allows one and one-half, 1 allows one or two, 6 allow two, 1 allows three, 1 allows one condition and admits special students, 1 allows two conditions and admits specials. Nine institutions specify when conditions must be removed—1 requires this by the middle of the Freshman year, 6 by its end, 2 by the end of the Sophomore year,

The question of conditioned and special students is never simple. Human affairs rarely evolve rules that are so nearly perfect that they can be administered without some flexibility in interpretation. On the other hand, admitting a student who is both handicapped and required to do more than if he were fully prepared, is often unfortunate for both the student and the classes that are retarded by his backwardness. Certainly the actual welcoming in 1924 of conditioned students by two-thirds of the leading colleges in the region contradicts the current belief that all good colleges are besieged by more fully prepared students than they can receive. There are other discrepancies between theory and practice. While 51 institutions reported in 1925 that they accept conditioned students, 68 recorded the admission for the academic year 1924-5 of 2156 such students—14 per cent of all admissions. While only 2 reported that they accept special students, 28 recorded the admission of 132 special students for 1924-5—.9 per cent of all admissions in that year. Even these proportions in the Middle States do not equal those of the Southern colleges in 1921, where conditioned students were 17.6 per cent of the total and specials 3.8 per cent, or those of Massachusetts in 1922, where conditioned students were 21.2 per cent of the total and specials 2.1 per cent. (Table I, Chart B.)

(5) The question "Who administers the entrance requirements?" was answered by all of the institutions, although misunderstood by one, which replied "The College Entrance Examination Board, and the Regents." In half of the institutions (38) committees are responsible, in some way, for admissions; in more than one-third

CHART B
(Section 4, Table I)

NUMBER OF
CONDITIONS ALLOWED AND STUDENTS CONDITIONED



(28) deans; in one-third (25) registrars. In nearly one-third (22) committees alone are responsible, in one-fifth (16) deans alone, in one-seventh (11) registrars alone, in six other cases single individuals are responsible—three directors of admissions and three chairmen of committees. Twenty institutions divide the responsibility in such matters: 7 between a committee and the registrar, 5 between a committee and the dean, 6 between the dean and the registrar, 1 between the president and the dean, and 1 between committee, secretary and registrar.

CHART C
(Section 5, Table III)
ADMINISTRATION OF ENTRANCE REQUIREMENTS

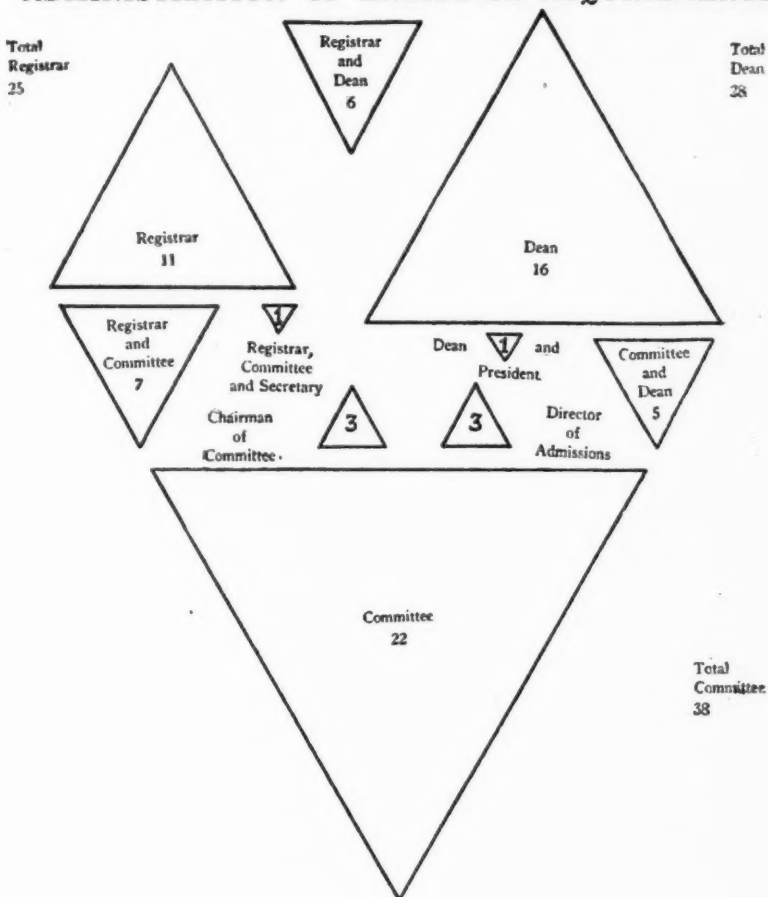


TABLE III
Agencies for Administering Entrance Requirements.
(Section 5, Chart C)

Committee	22	registrar	11	dean	16	
Committee	7	and registrar	7	dean	1	and president 1
Committee	5	and	-----	dean	5	director 3
Committee	1	and registrar	1	and	-----	secretary 1
Chairman of Committee	3	registrar	-----	6	and dean	6
Totals	38		25		28	5

Arrangements for administering entrance requirements appear to vary inversely with the size of the institution: the smaller the college, the more persons have to do with administering its admissions. The larger number of instances of admission by committee, committee and dean, committee and registrar and secretary, dean and registrar, dean and president, occur in institutions having less than five hundred students. The combination of committee and dean is equally common in these and the larger institutions. Those that have more than five hundred students show the larger number of instances of entrusting admissions to a single officer—the dean, the registrar, the chairman of a committee, or a director of admissions.

(6) All of the institutions report that admission records are kept for inspection. Only two institutions qualify their replies: one keeps such records for ten years only; in another they are available only to "properly accredited officers."

(7) "How far does the work of the first college year articulate with the secondary schools?" is a question that is not easy to state or to answer. Ten institutions did not answer, one of these saying it was impossible to do so briefly. It may be that the 2 which reported no articulation did not find the question clear. In any case more than five-sixths (64) reported some kind of correlation.

Of the answers, 29 are very general: articulation is intended 1, it exists 2, it exists so far as possible 3; it is carried out definitely 1, for half a year 1, fairly well 2, with no serious break 1; it

works satisfactorily 1, in most subjects 1, closely on the whole 1, or for the most part 1, closely 5, very satisfactorily 1, quite closely 1, relatively very closely 1, very closely 4, in majors 1, in all majors and most minors 1.

Of the 36 more definite answers 8 say the years articulate completely—4 entirely, 2 in all subjects, 2 for the whole year; 27 give a numerical statement or mention the subjects in which there is correlation: in 1 institution in two subjects; in 1 in two, three, or four; in 9 in three; in 12 in four; in 1 four or five; in 3 institutions in five subjects. (Table IV.)

These various measures may perhaps be translated into about 12 unsatisfactory, 12 inferior, 15 satisfactory, 26 very satisfactory, and 11 exceptionally good—which is considerably more fortunate than the normal probability. (Table I, Chart D.)

More than one-third, (21), of the answering institutions specify the subjects in which there is correlation.

TABLE IV
Subjects of Correlation.

In two subjects, 1							
1 Eng.	----	----	----	----	----	----	Sci.
In three subjects, 8							
1 Eng.	For.Lang.	Hist.	----	----	----	----	----
3 Eng.	For.Lang.	----	----	Math.	----	----	----
1 Eng.	----	----	Lat.or	Math.	Mod.Lang.	----	----
1 Eng.	----	----	----	Math.	----	----	Sci.
2	For.Lang.	----	----	Math.	----	----	Sci.
In four subjects, 9							
1 Eng.	For.Lang.	Hist.	Lat.or	Math.	----	----	----
3 Eng.	For.Lang.	Hist.	----	Math.	----	----	----
1 Eng.	For.Lang.	Hist.	----	Math.or	----	----	Sci.
2 Eng.	----	Hist.	Lat.	----	----	----	Sci.
1 Eng.	----	Hist.	----	Math.	----	----	Sci.
1 Eng.	----	----	Lat.	Math.	Mod.Lang.or	Sci.	
In five subjects, 3							
2 Eng.	For.Lang.	Hist.	----	Math.	----	----	Sci.
1 Eng.	----	Hist.	----	Math.	Mod.Lang.	Sci.	
21	19	13	12	4	15.5	2.5	11

CHART D
(Section 7, Table I)
ARTICULATION BETWEEN SECONDARY AND
FRESHMAN WORK

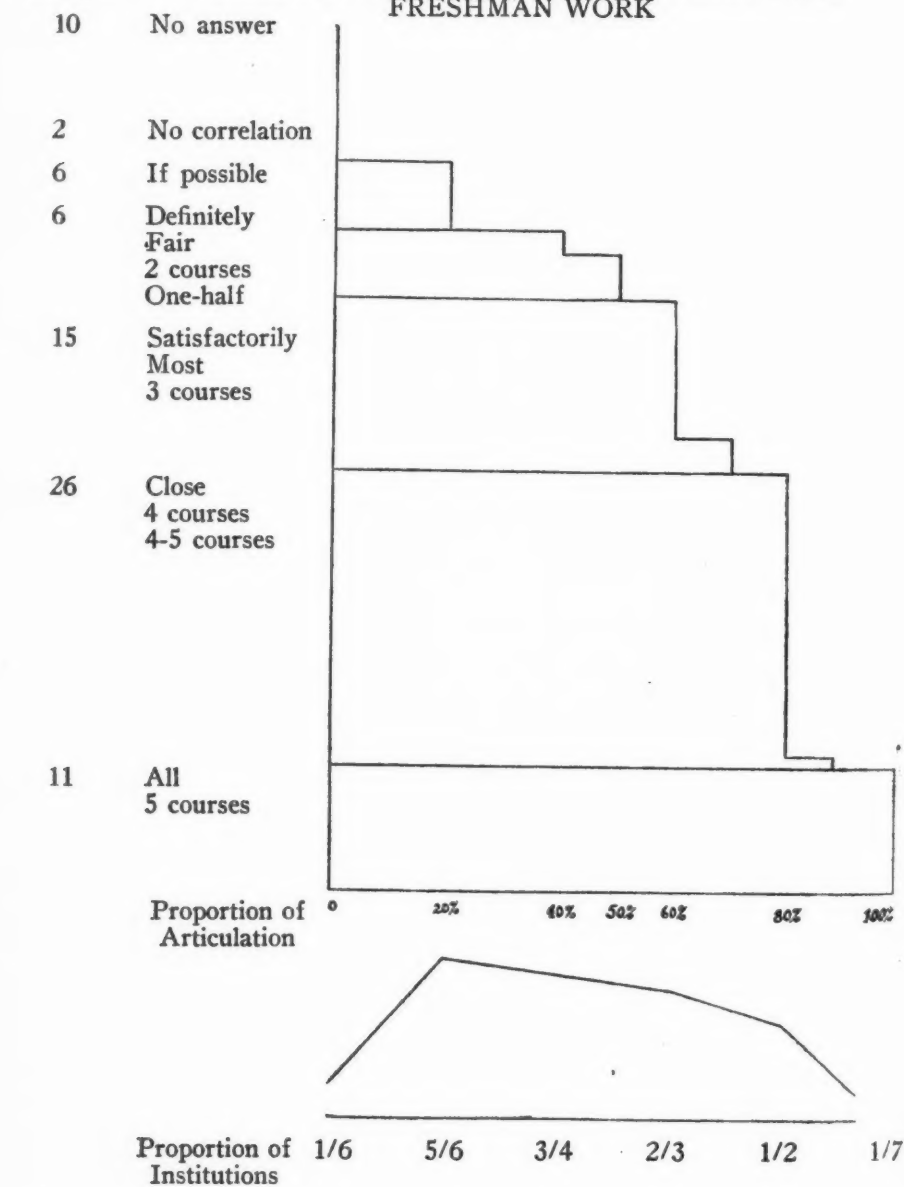
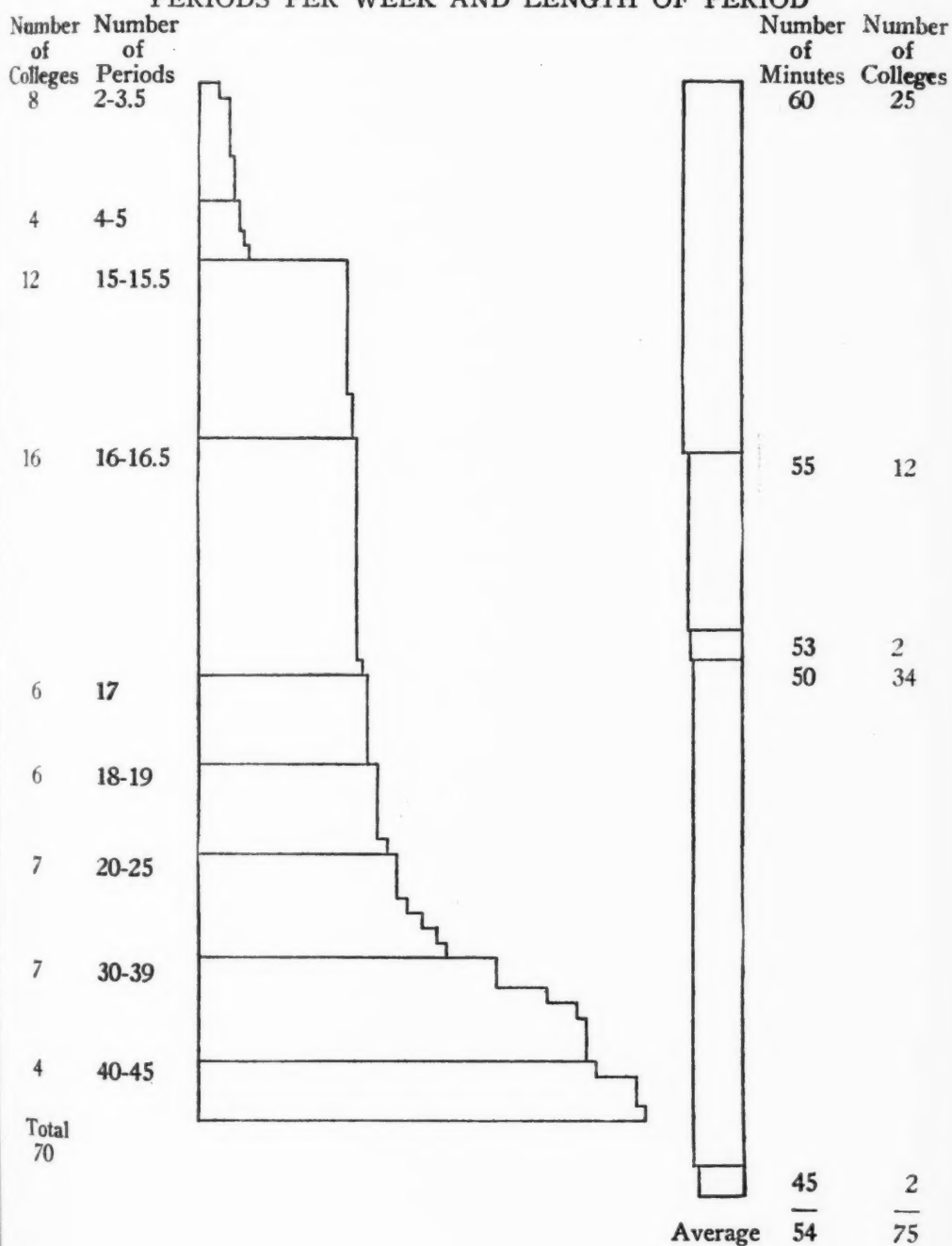


CHART E
(Section 8, Table Va, b, c; Section 9, Table VI)
PERIODS PER WEEK AND LENGTH OF PERIOD



(8) The unexplained question "Periods per week" resulted in answers that indicate the confusion of our educational terminology (Chart E). Five institutions gave no answer.

To 12 institutions the question apparently referred to the customary number of meetings in one week of a characteristic course of instruction in a particular subject. In any case, these institutions all answered by some numeral from 1 to 5, the average being 3.5:

TABLE V—a

1, 2, 3 -----	1	3, 4 -----	1	5 -----	1
2, 3, 4, 5 ----	2	3, 4, 5 -----	2		—
3 -----	4	4, 5 -----	1	Average ----	3.5

To 47 institutions the question evidently referred to the average number of periods spent by students in instruction or laboratory work, with probable reduction of laboratory hours to some theoretical equivalent of lecture or recitation hours; or perhaps to the characteristic number of hours of instruction or laboratory work for which a typical officer of instruction is responsible. In some such sense as this the question was answered in 19 ways, the average of these answers being 17.

TABLE V—b

14-18 -----	1	16, 18, 20 ---	1	18-27 -----	1
15 -----	9	16-17 -----	1	20 -----	2
15-16 -----	3	16-18 -----	2	21 -----	1
15-17 -----	1	17 -----	2	24 -----	1
15-18 -----	5	17-21 -----	1	25 -----	1
15-19 -----	2	17-23 -----	1		—
16 -----	8	18 -----	4	Average ----	17

To 12 other institutions the question apparently referred to the characteristic amount of time spent by a student in class, laboratory, and study; or to the total amount of instruction being conducted by the institution in each week, the number of hours a representative lecture or recitation room or laboratory would be in use. In any case one of these institutions answered by saying

"6 days, all day," the others by some numeral from 35 to 40, the average of which is 38:

TABLE V—c

30 -----	2	39 -----	3	44 -----	1
35 -----	1	40 -----	1	45 -----	2
38 -----	1				

(9) The length of period was not specified by 1 institution. The 75 others reported periods of:

TABLE VI (CHART E)

45 minutes --	2	53 minutes --	2	60 minutes --	25
50 " --	34	55 " --	12	Average ----	54

(10) The replies to the questions: "Length of session," "Number of vacation days," and "Number of holidays" are not very satisfactory.

Concerning "Length of session," 4 institutions made no reply, 67 reported:

TABLE VII (CHART F)

1 -----	16 weeks	2 -----	33 weeks	5 -----	37 weeks
1 -----	16½ "	17 -----	34 "	8 -----	38 "
1 -----	30 weeks	2 -----	35 "	3 -----	39 "
6 -----	32 "	21 -----	36 "	Average 35	"

One institution qualified its report by the word "gross"; 6 by adding "of 5.5 days," "of recitation," "of work," "actual working time," "exclusive of vacations," "exclusive of vacation and holidays." These qualifications may explain the reporting by 3 institutions of sessions of 170 days, "about 202 days," and 9 months. The 2 institutions that reported sessions of 100 days or 5 months probably referred to semesters.

(11) Concerning "Number of vacation days" 5 institutions gave no answers; 76 gave 44 different answers:

CHART F
(Section 10, Table VII; Section 11, Table VIII A, B;
Section 12, Table IX)

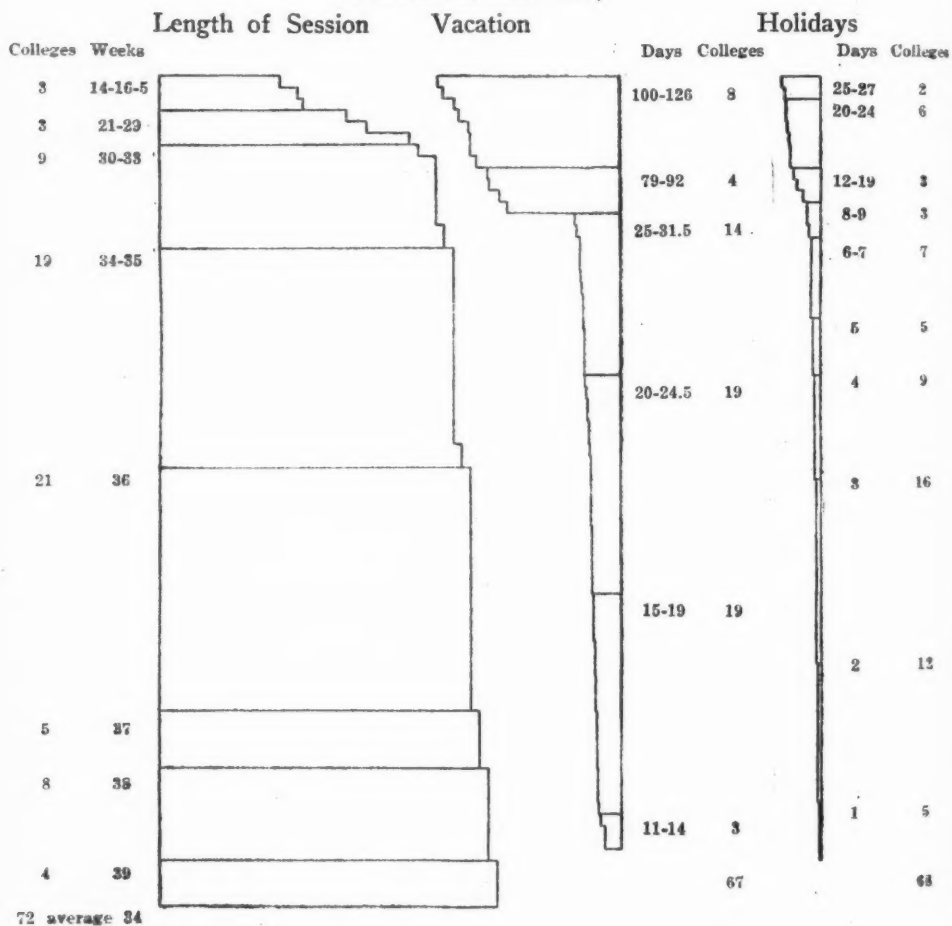


TABLE VIII—a (CHART F)

1 --- 10-12 days	1 --- about 20	1 --- 27
1 --- 11	5 --- 20	2 --- 28
1 --- 14	2 --- 21	1 --- 30.5
1 --- 15	1 --- 21.5	1 --- 79
1 --- 15-20	2 --- 22	1 --- 83.5
3 --- 16	2 --- 23	1 --- 92
5 --- 17	1 --- 24	2 --- 104
1 --- 17.5	4 --- 25	1 --- 115
3 --- 18	1 --- 25-30	1 --- 123
4 --- 19	3 --- 26	1 --- 126

The last 8 of these 55 apparently included the summer in their statement; of the others, 2 noted that they included "school days" only, 1 wrote "including Saturdays," 1 "not including summer."

These annotations may explain, in part, the replies of the 16 institutions which, being asked for "vacation days," gave weeks, months and various other statements.

TABLE VIII—b (CHART F)

1 ----- 2.5 weeks	1 --- 14 weeks 2 days
3 ----- 3 " "	1 --- 15 " "
1 ----- about 3 " "	1 --- 16 " "
1 ----- 3.5 " "	1 --- Thanksgiving,
1 ----- 4 " "	Christmas, Easter
1 ----- 4.5 " "	2 --- June to September
1 ----- 13 " "	1 --- "all not in session"

(12) Concerning "Number of Holidays" there appears equal confusion; 2 institutions did not answer, 2 reported that they had no holidays, 68 reported:

TABLE IX (CHART F)

5	1 day	6	7 days	2	21 days
12	2 days	1	8 "	1	22 "
1	2-4 "	1	about 8 days	1	23 "
15	3 "	1	8-10 days	2	24 "
9	4 "	1	12 "	1	25 "
5	5 "	1	16.5 "	1	approx. 27
1	6 "	1	19 "		

Four institutions replied simply "Thanksgiving, Christmas, Easter"; one explained that its numerical answer included Christmas and Easter, another that it did not, one explained that its numerical answer did not include "41 Sundays."

Should data concerning the length of session and the number of vacation days and holidays be considered important, this great variety of replies will probably indicate methods of formulating such questions so fully that they cannot be misunderstood.

(13) With regard to degrees, all of the 76 institutions award the A.B. without qualifications—7 give no other degree, 1 gives an A.B. in Education, 1 an A.B. in Science.

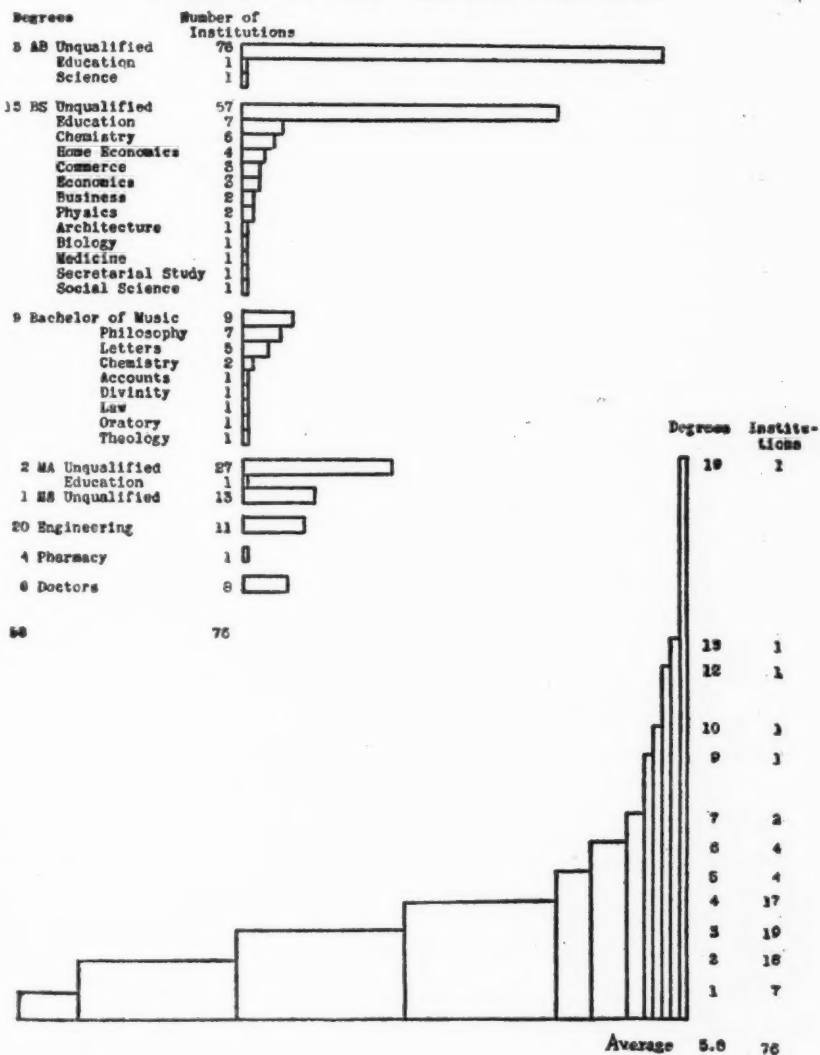
Of the 76 institutions 57 award the B.S. without qualification, 25 award it with 22 different qualifications: in architecture (1), biology (1), business administration (2), chemistry (6), commerce (3), economics (3), education (7); engineering (4), administrative (1), chemical (2), civil (4), electrical (4), industrial (1), mechanical (2), or mining (3) engineering; metallurgy (1), petroleum (2); in home economics (4), medicine (1), physics (2), secretarial studies (1), and social science (1).

There are also ten other varieties of bachelor degrees—in accounts (1), chemistry (2), divinity (1), engineering (1), law (1), letters (5), music (9), oratory (1), philosophy (7), and theology (1).

In addition to the 11 engineering degrees already mentioned there are also the degrees of civil (2), chemical (1), electrical (2), marine (1), mechanical (1), metallurgical (1), and mining (1) engineer, and also the degrees of master (1) and doctor (1) of engineering—20 engineering degrees in all.

There are four degrees in pharmacy—Graduate of Pharmacy, Pharmaceutical Chemist, Master in Pharmacy, Doctor of Pharmacy.

CHART G
(Section 13)
NUMBER OF DIFFERENT DEGREES



There are further the degrees of Master of Arts (27), Master of Arts in Education (1), and Master of Science (13), and the degrees of Doctor of Dental Surgery (1), Laws (1), Medicine (3), Philosophy (6), Public Health (1), and Science (1).

In short, there are 36 degrees of bachelor, 7 of engineer, 4 in pharmacy, 5 of master, and 6 of doctor, in addition to those of engineering and pharmacy, a total of 58 in 76 institutions. (Chart G).

Of these 76 institutions 7 give only one degree, 18 give two, 19 three, 17 four, 4 five, 4 six, 2 seven, 1 nine, 1 ten, 1 twelve, 1 thirteen and 1 nineteen. Two institutions, after enumerating three and seven degrees, respectively, add "et cetera" or "and a number of others."

A number of the replies concerning degrees are influenced by the fact that some colleges plainly reported for the entire university of which they are a part, others for the academic college or colleges alone. (Chart G).

(14) All baccalaureate degrees are reported equal by 63 institutions, 1 reports "equivalently equal." The question is not answered by 2, 3 reply "no," 3 that the A.B. is considered higher or stronger, 1 that the Ph.B. is held in less esteem, 1 that the various degrees are not equal in hours. Only 2 report honors degrees, although other institutions are known to confer them.

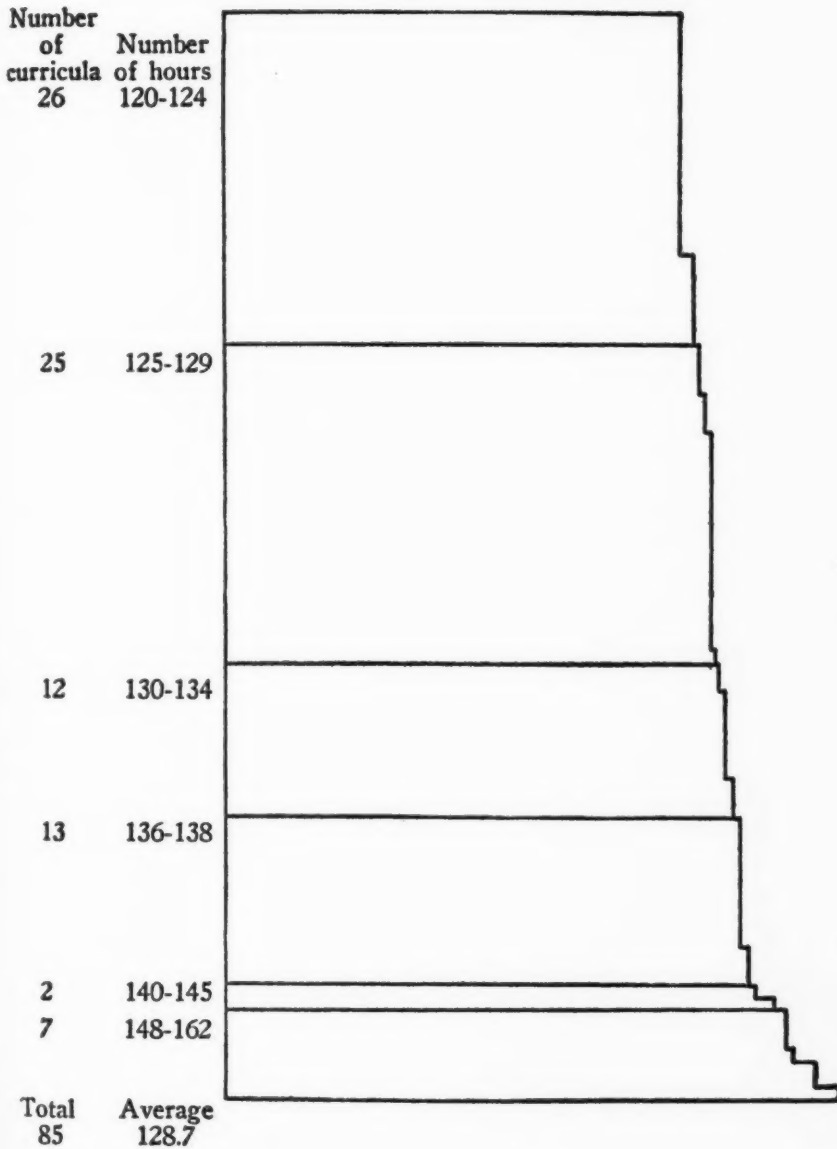
(15) Degrees are not conferred without residence, except that 2 institutions report that master's degrees, and 1 that honorary degrees, are so conferred.

(16) All institutions report that their degrees conform to catalogue requirements.

(17) Students who are transferred from other institutions are required to spend in residence for a degree usually one year, reported by 61 institutions; 7 report the equivalent of 2 semesters or 24, 30, 32, or 34 semester hours; 4 require 2 years, 1 requires 3; 1 institution requires "whatever is lacking" of 4 years' residence. In 1 instance it is reported that the year of residence must be the last before receiving the degree.

(18) There is general uniformity with regard to the number of half-year semester hours required for graduation, although there are some differences among different curricula in the same

CHART H
(Section 18, Table X)
SEMESTER HOURS FOR DEGREES



institutions. All of the institutions require at least 120 semester hours for graduation; two-thirds require 128 hours or more, the average is 128.7. The greatest number required for a degree in arts is 148; the number for degrees in engineering or science, although usually the same as that for arts, is sometimes greater by 10 or 20 hours. One institution requires 162 hours for one degree.

TABLE X (CHART H)
Semester Hours Required for Degrees.

120	18	134	2
124	5	136	9
125	4	138	1
126	3	128-148	1
128	16	132-148	1
129	1	136-150	1
120-138	1	138-156	1
124-134	1	148-156	1
130	2	145-162	1
132	6	Colleges	76
124-140	1	Average	128.7

(19) In spite of the fact that to the question concerning requirements of quality in scholarship six institutions made no reply, four said they had no such regulations, one replied "completion of course" and one "see catalog," there is evidence of much interest in the matter of requirements concerning the quality of scholastic work, and numerous devices are in use to ensure or improve this quality. They are all based upon examinations and marks of some sort, but their range within this restriction is so great as to make any comprehensive and comparative statement concerning them largely empirical. Such comparisons, further, can be based only upon assumptions that may not be altogether warranted, as that the marks of A, B, C, and D, which are reported by 35 institutions, ordinarily correspond to marks of 90, 80, 70 and 60 per cent, which are reported by 25 institutions. Other institutions use marks of 2.5, 6 or 7, or indicate standing by group or merit

marks. Some assumptions as to the equivalence of such marks must be used, together with estimates of the quantity of work represented by majors, minors, and the like. There appears, however, to be no other way to indicate the general and particular interest and promise of the plans that are already in operation, and to accumulate suggestions for more precise study and procedure in this direction.

The commonest device, used by 30 institutions, is the requirement of some particular high mark in a certain proportion of the student's work—in all or some percentage of the entire curriculum, in one or more years or semesters, in majors, minors or required subjects. These varied requirements may be translated into the statement that five institutions require marks of 80 in .62 of the work, or B in .36 or .14, or require $1/2$ or $1/3$ of a student's work to have a mark of 75. Twenty-four institutions require at least a certain proportion of marks of C or over—.9, .83, .8, .75(6), .7, .68, .6, .59, .53, more than .5, .52, .375(2), .2—or of marks of 70—in .9 or .5(3) of the work.

Probably all institutions have a pass-mark, but only 29 report that they have some minimum mark that must be equalled or exceeded by all work. In eight institutions this is 75, 70(5), or C(2); in nineteen it is 65(2), 60(12), or D(4); in three it is 50.

Twelve institutions require a certain average mark to be attained or exceeded. In three institutions this is 75, C+, or C each semester; in eight it is C(7) or 70; in one it is 70 in one-half of the work.

Seven institutions require for graduation, in addition to a specified quantity of work, a specified number of credit hours made up of numerical values attached to each alphabetical mark by which quality is indicated. (See Table XI).

Fifty institutions use one form of quality requirement, only 13 use two. Among the institutions that use one only, 18 use maximum, 16 minimum, and 10 average marks; 7 use credits for extra quality.

Among the 14 institutions that use two credit systems the combination of minimum and maximum is used by 11; minimum marks and extra credits, minimum and average, and average and maximum are each used by one institution.

All of these systems and combinations are roughly presented in Table XI and Chart J in the order of the general equivalents of the average marks required.

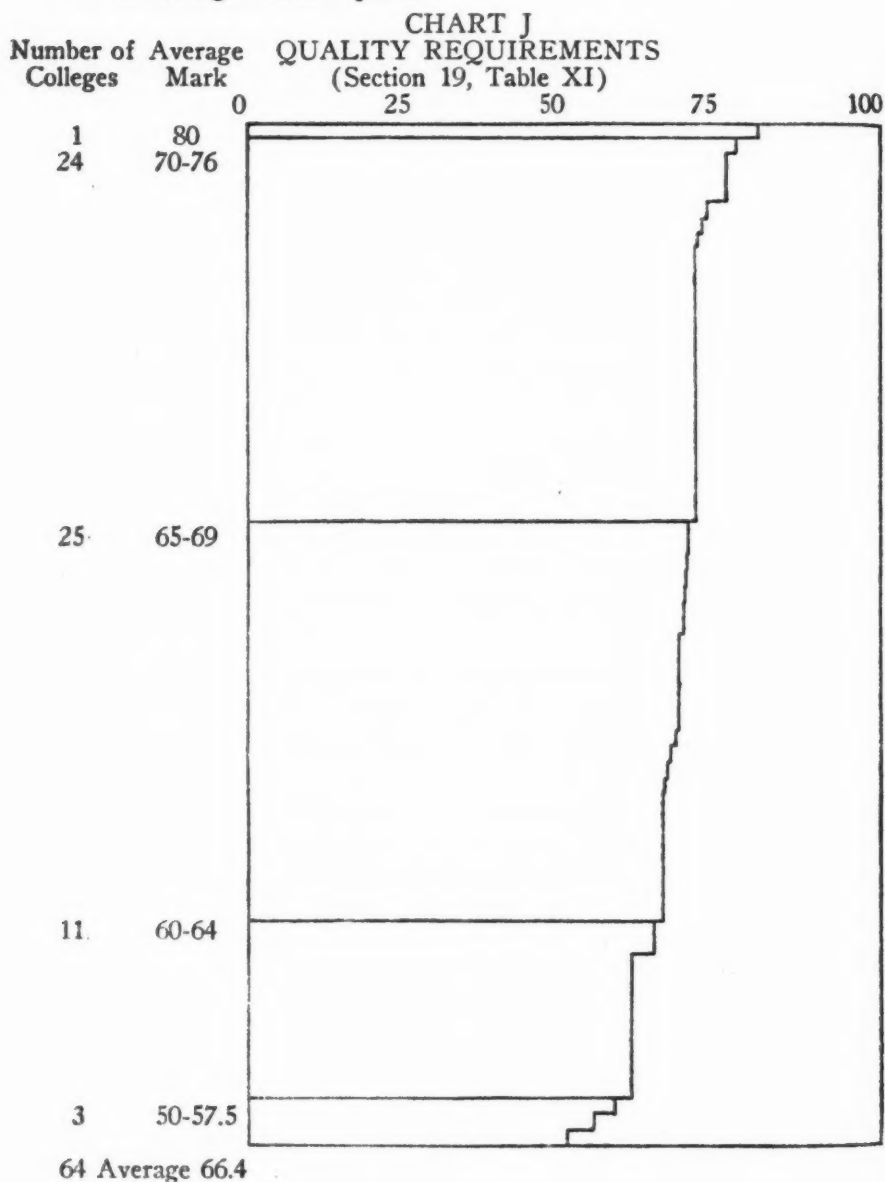


TABLE XI
Quality Requirements
(Section 19 Chart J)

No. Col- lege	Rough Equivalent of Average Mark Required	Mini- mum Mark Re- quired	Aver- age Mark Re- quired	Maxi- mum Mark Re- quired	Extra Credits for Quality
1	80	70			200, A3, B2, C1
2	76 1/5	70		.62 80	
3	75	75			
4	75		75		
5	75		C		
6	72				60, A2, B1
7	71				140, A3, B2, C1
8	70 5/8	65		3/4C, 1/7B	
9	70				125, A3, B2, C1
10	70				124, A3, B2, C1
11	70	70			
12	70	70			
13	70	70			
14	70	C			
15	70	C			
16	70		C each sem.		
17	70		C	1/5C	
18	70	65		1/275	
19	70		70		
20	70	D	C		
21	70		C		
22	70		C		
23	70		C		
24	70		C		
25	70		C		
26	69	60		9/10 70	
27	69	D		9/10 C	
28	68 1/3			5/6 C	
29	68 1/6				225, A4, B3, C2, D1
30	68			4/5 C	
31	67 1/2	60		3/4 C	
32	67 1/2			3/4 C	
33	67 1/2			3/4 C	
34	67 1/2			3/4 C	
35	67 1/2			3/4 C	
36	67 3/8				224, A4, B3, C2, D1
37	67 3/11			.36 B	
38	67			.7 C	
39	66 3/4	D		.68 C	
40	66	D		.60 C	
41	65 9/10			.59 C	
42	65 1/3			.53 C	
43	65		1/2 70		
44	65	60		1/2 C	
45	65			1/2 C	
46	65			1/2 70	
47	65			1/2 70	

No. Col- lege	Rough Equivalent of Average Mark Required	Mini- mum Mark Re- quired	Aver- age Mark Re- quired	Maxi- mum Mark Re- quired	Extra Credits for Quality
48	65			1/2 70	
49	65			1/2 C	
50	65			1/3 75	
51	63 3/4			.375 C	
52	63 3/4			.375 C	
53	60	60			
54	60	60			
55	60	60			
56	60	60			
57	60	60			
58	60	60			
59	60	60			
60	60	60			
61	60	60			
62	57 1/2	50		3/4 60	
63	54 1/4	50		1/4 67	
64	50	50			

(20) All institutions report that the bachelor's degree is never given *honoris causa*.

(21) The total number of degrees granted in 1921, 1922, 1923, and 1924 by the 72 institutions that reported these facts increased largely, as might have been expected, from 5942 to 6527, 7264 and 7819 during these years. The increase, however, was not uniform—585 or 10% for 1921-2, 737 or 11% for 1922-3 and 555 or 8% for 1923-4—the most recent increase being the least of the series.

Of the 72 institutions it appears, however, that only 22 experienced a constant increase (18) or showed no decrease (4) in the number of degrees granted—1424, 1707, 2046, and 2339 in the several years; the increases of 282, 339, and 293 being 20%, 20%, and 14% respectively, thus showing both an actual and a proportional decline in the increases between the last two years of the series.

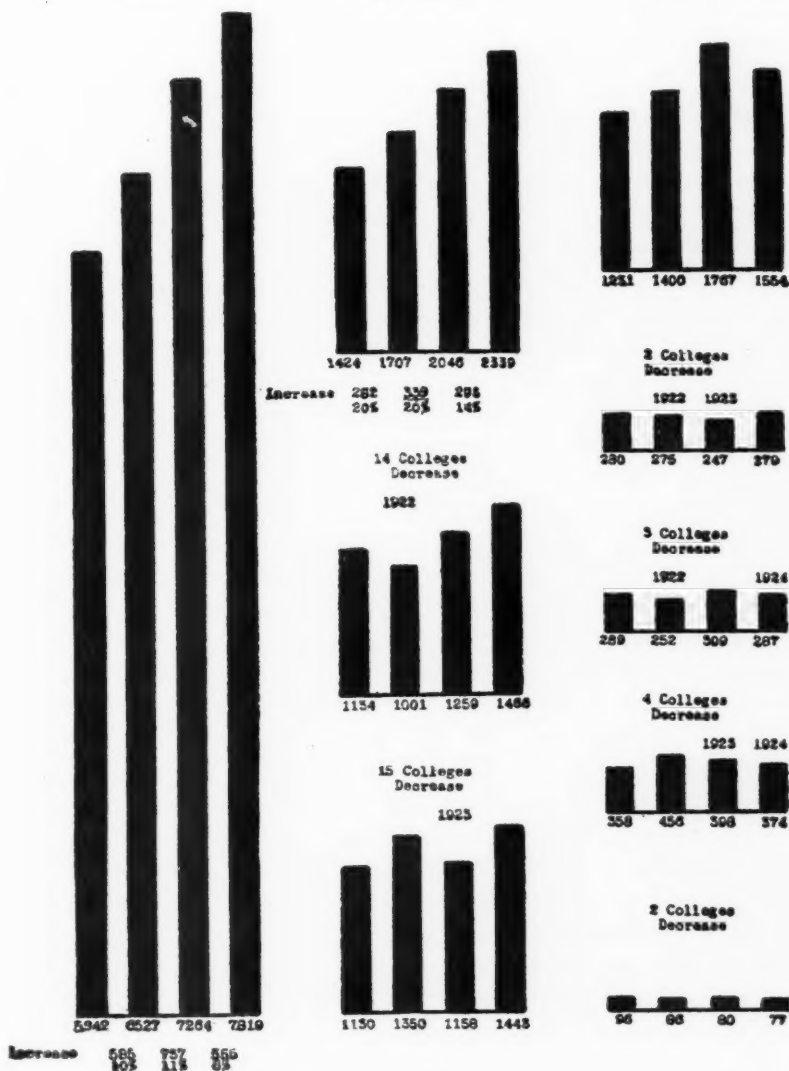
Of the remaining 50 institutions, 39 showed a decrease in the number of degrees granted, either in 1922, 1923, or 1924. The decrease in 14 colleges from 1134 degrees in 1921 to 1001 in 1922 is 13%, the decrease in 15 institutions from 1350 degrees in 1922 to 1158 in 1923 is 14%, the decrease in 10 colleges from 1767 degrees in 1923 to 1554 in 1924 is 12%.

Nine colleges showed a decrease in degrees granted in two of the three later years—2 colleges decreased from 280 degrees

1921 - 1922 - 1925 - 1924

10 Colleges

Decrease 1924



in 1921 to 275 in 1922, 18%, and 247 in 1923, 10%; 3 decreased from 289 degrees in 1921 to 252 in 1922, 13%, and from 309 in 1923 to 287 in 1924, 7%. These five colleges granted 3 fewer degrees in 1924 than they did in 1921, a decrease of 5%. Four institutions decreased from 456 degrees in 1922 to 398 in 1923, 13%, and 374 in 1924, 6%.

Two colleges showed a decrease in the number of degrees granted each year, from 96 in 1921 to 86 in 1922, 10%; to 80 in 1923, 7%; to 77 in 1924, 4%; a general decrease from 1921 to 1924 of 20%. (Table I Chart K).

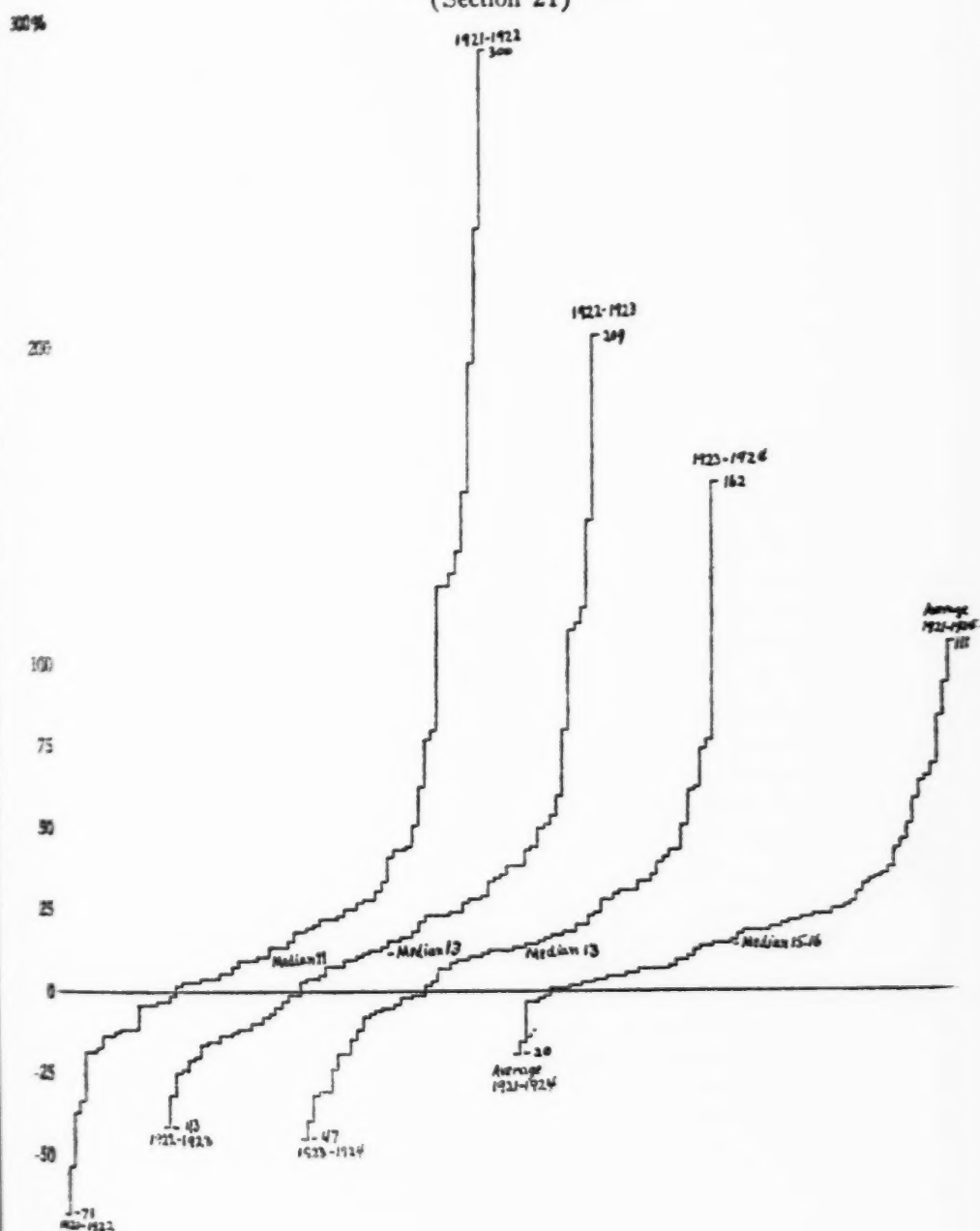
An increase or decrease in the number of degrees granted by a particular institution is evidently the result of many factors which vary considerably from year to year. Some of them may be post-war phenomena.

In general the tendency is toward a gain in the amount of increase. The median experience in 1921-2 is an 11% increase, in both 1922-3 and 1923-4 it is 13%; the median of all the average increases and decreases is an increase of between 15% and 16%. (Chart L.)

The decreases are considerable in number and in range; they gain in number but decrease in range. Although only 6 institutions showed an average decrease—of 1, 2, 3(2), 16, or 20%—for the several years, for 1921-2 there were 21 institutions that showed no increase or a positive decrease, for 1922-3 there were 23, for 1923-4 there were 20. The range of decreases for 1921-2 was from 1 to 71%—1, 3(2), 4(3), 11(3), 12, 14(2), 18, 19(2), 35, 39, 56, 71. The range for 1922-3 was from 1 to 43%—1(2), 3, 5, 7, 8, 10(2), 12(2), 13, 14(2), 16(2), 17, 21, 22, 25, 26, 33, 43. The range of decreases for 1923-4 was 1 to 47%—1(2), 2(2), 4, 5(2), 6, 7, 8, 12, 15, 20(2), 25, 32(2), 33, 41, 47.

The range of increases is similarly wide. The average of the highest fourth of the institutions throughout the several years is an increase of from 45 to 48 percent. The increases of this highest fourth decreased both in media and in range. For 1921-2 the median was an increase of from 80 to 83% in a range of from 32 to 300%—32, 35, 43, 45(2), 46, 53, 65, 80, 83, 129(2), 133, 140, 159, 200, 245, 300. For 1922-3 the median was an increase of from 52 to 53% in a range of from 35 to 209%—35, 36, 37, 40, (3), 45, 46, 52, 53, 56, 62, 83, 115, 117, 122,

CHART L
PERCENTAL DECREASE OR INCREASE IN NUMBER
OF DEGREES AWARDED BY PARTICULAR
INSTITUTIONS
1921-2, 1922-3, 1923-4, 1921-4
(Section 21)



150, 209. For 1923-4 the median was an increase of from 41 to 42% in a range of from 29 to 162%—29, 30, 32(3), 35(2), 37 41, 42, 45(3), 53, 64, 65, 77, 80, 162.

The range of increases and decreases in the number of degrees granted in 1921, 1922, 1923, and 1924 is great not only in general but in the same institutions. This may be observed from the relation between the increase or decrease in the degrees granted in each of these years and the average increase or decrease in all of the years in each institution—that is, the deviations in each institution from its average and the average deviation from the average. (Table XII.) While the median experience of all

TABLE XII
Deviations From the Average Increase or Decrease in
the Number of Degrees Granted

	1921-1922 %	1922-1923 %	1923-1924 %	Average deviation from the average %
Lowest one-fourth				
Median deviation	1.5	4	2	5.5
Range	0-6	0-8	0-4	0-8
Second one-fourth				
Median deviation	9	12	7	10
Range	6-12	8-16	5-13	9-15
Middle one-half				
Median deviation	12	16.5	13	15.5
Range	6-26	8-31	5-34	9-30
Third one-fourth				
Median deviation	16.5	24	21.5	21.5
Highest one-fourth				
Range	12-26	17-31	13-34	16-30
Median deviation	75	63.5	55.5	58.5
Range	27-189	32-142	35-90	31-126

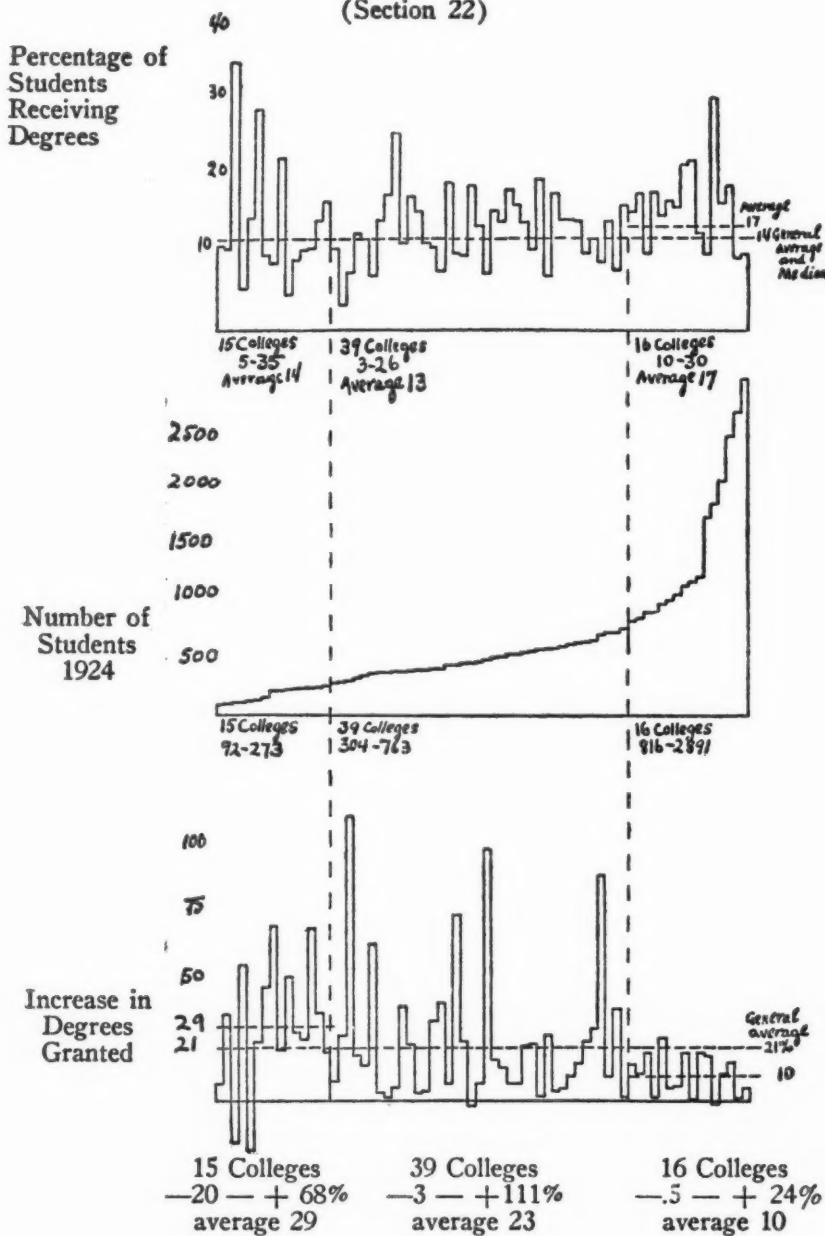
of the institutions is represented by deviations from their averages of 12 in 1921-2, 16.5 in 1922-3, 13 in 1923-4, and an average deviation from the average of 15.5, the most variable fourth of the institutions show a median deviation of 75 in a range of 27 to 129 in 1921-2, a median deviation of 63.5 in a range of 31 to

142 in 1922-3, a median deviation of 55.5 in a range of 35 to 90 in 1923-4, and a median deviation of 58.5 in a range of 31 to 126 of average deviations from the average increase or decrease in degrees granted in the same institution. Many of these changes are so great that they are worthy of careful study by the institutions that have experienced them.

(22) The number of students registered in the different institutions in 1924 extends over a range that is perhaps unexpectedly wide. Of the 70 institutions reporting both attendance and number of degrees given, 15 had less than 300 students—92, 105, 113, 125, 126, 131, 152, 228, 229, 230, 240, 250, 252, 256, 273. Of the same 70 institutions 16 had more than 800 students—816, 838, 905, 908, 960, 1000, 1031, 1140, 1150, 1209, 1725, 1846, 2083, 2412, 2620, 2291. Five others have not been included because of their reporting attendance that appears to include all of the students in the institution, rather than those in the undergraduate academic colleges alone—3500, 3762, 4260, 5030, 9304. Of the middle 39 institutions, 15 had from 300 to 400 students—304, 314, 320, 325, 340, 341, 360 (3), 367, 379, 392, 393, 394, 396. Of the same middle 39 institutions, 7 had from 400 to 500 students—451, 459, 488, 489, 496 (3); 9 had from 500 to 600—504, 505, 533 (2), 544, 550, 568, 572 (2); 4 had 629, 633, 650 and 669, and 4 had 706, 729, 738, 763. The median of the 70 had 496. The distribution is represented in Chart M.

Taking the average increase or decrease in the number of degrees granted by an institution from 1921 to 1924, which was discussed in Section 21 and presented in Chart L, and comparing this with the number of students registered in each institution in 1924, it appears that the average increase in the number of degrees granted was largest in the smallest colleges and smallest in the largest. (Chart M). The 15 institutions that had less than 300 students had an average increase in the number of degrees granted of 29%, as compared with the general average increase of 21%: —20, —16, +7, 19, 20, 23, 24, 27, 34, 35, 45, 48, 53, 67, 68. The 16 colleges that had more than 800 students had an average increase in the number of degrees granted of only 10%, as compared with the general average increase of 21%: —.5, +.7(2), 2, 5, 6(2), 10, 11, 14, 15, 18, 19(3), 24—that is, the largest institutions increased less than half as much as the average increase, while the

CHART M
(Section 22)



smallest institutions increased nearly half as much again as the average (Chart M). It should, however, be remembered that a very small percentage of increase in a large institution represents many more degrees than a very large percentage increase in a small institution.

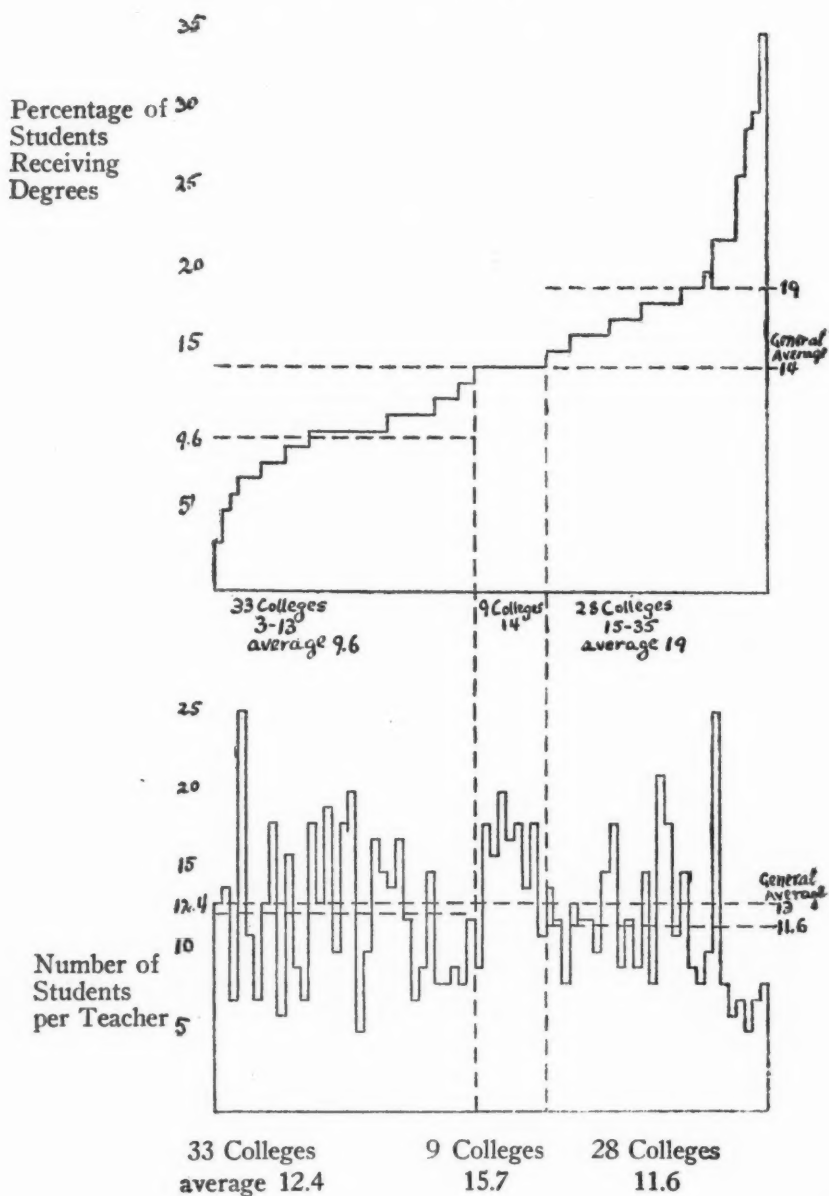
The proportion of students who receive degrees shows great variation in the different institutions. The relation of the number of students registered in 1924 to the average number of degrees granted in 1921, 1922, 1923, and 1924, varies from 3% to 35%—extremes that would scarcely have been expected in either direction. The general average of 14% is also that of 9 institutions; 33 have less, an average of 9.6%, and individual experiences of 3, 5, 6, 7(3), 8(3), 9(3), 10(10), 11(7), 12(2), 13(2); 28 have more, an average of 19%, and individual experiences of 15(3), 16(5), 17(4), 18(5), 19(3), 20, 22(3), 26, 29, 30, 35. (Chart N).

Observing the variation of these percentages in the smaller and the larger colleges, it appears (Chart M) that the smallest 15 institutions—those that have less than 300 students—have graduated 14% of their students, which is precisely the average proportion graduated by the entire 70 institutions. The largest 16 institutions—those that have more than 800 students—did one-fourth better, graduating 17%. The variability of from 10 to 30% in the largest institutions is less than that of 5 to 35%, in the smallest. The remaining 39 institutions granted degrees to from 3 to 26% of their students, an average of 13%, as compared with the general average of 14%.

(23) The total number of teachers in 75 institutions varies from 11 to 526. Nine have 11, 14, 16, 17, 18(2), or 19(3); sixteen have 20(3), 22(2), 23(2), 24(3), 28(5), or 29; sixteen have 31(3), 32(2), 33(2), 34, 35, 36(3), 38, 39(3); eleven have 40, 41, 42, 45, 47(2), 48, 49, 51, 56, 57; seven have 60, 66, 71, 75, 77, 80 and 87; seven have 105, 113, 118, 120, 134, 140, 187; nine have 223, 229, 266, 291, 302, 321, 329, 460, 526. The smallest 19 have 11 to 24 with a median of 19; the largest 19 have 77 to 526 with a median of 140; the middle 37 have from 28 to 75 with a median of 38, which is also the median of the entire distribution.

The same 75 institutions report the number of their full professors, their associate and assistant professors and associates; their instructors, assistants, tutors, and lecturers. In 41 institu-

CHART N
(Sections 22, 23)



tions there are more full professors than teachers of any other rank, in 28 there are more junior professors; in 6 institutions non-professorial teachers predominate.

In 5 institutions the number of full professors equals the number of teachers of all of the other ranks added together. In 26 institutions the full professors exceed all of the others in numbers; in 10 of these the full professors are 52, 53, 54(2), 55, 56(2), or 58(3)% of the whole number; in 9 they are 60(2), 61(3), 63(2), 64, or 65%; in 7 they are 70, 71, 73(2), 76, 78, or 79%. These high percentages of full professors are characteristic of the smaller institutions; three-fourths of them are in institutions having from 11 to 35 teachers; all of the instances in which full professors constitute 60% or more of the staff are in faculties of 11 to 36 persons.

In 4 institutions there are no professors of junior rank; in one there are more junior professors, 19, than professors, 3, and other teachers, 11, combined; in 35 others, professors of all ranks are more numerous than all other teachers: in 16 they constitute 50, 52(2), 53(4), 54, 55, 56(2), 57, 58(3), or 59%; in 12 they constitute 61(2), 63(3), 64(2), 65(2), 67, 68, or 69%; in 5 they are 70, 72, 73, 76, or 77%; in three they are 82 or 83(2)%. This arrangement is characteristic of the largest institutions: three-fourths of the institutions in which professors of all ranks predominate have from 38 to 576 teachers; professors of all ranks predominate in two-thirds of the largest 18 institutions.

The institutions in which teachers of other ranks predominate over those of all professorial ranks are only 8 in number; here non-professorial teachers are 51, 53, 54, 55, 56, 62, 67 and 81% of all. These are medium or large institutions, but not the largest, having 32, 37, 87, 134, 187, 223, 291 and 292 teachers.

The president is counted as a professor by 15 institutions; he is not so counted by 61.

Part-time teachers range from none (12), some (1), or few (1), through 1(10), 2(7), 2 or 3, 3(10), 3 or 4, 4(5), 5(2), 6(4), 7, 8(2), 9, 10(2), 13, 14, 15(2), 17, 23, 25(2), 65 and 100. The median practice is having 3 such teachers; half of the institutions have none (12), 1(10), 2(7) or 3(10).

The number of students per teacher varies from 5 to 25.3 in 67 institutions that reported such data early enough to allow

their comparison or did not report such large numbers as to suggest they included other than college students. The smallest seventeen numbers of students per teacher are 5, 5.5, 5.9, 6.4, 6.6, 6.7, 6.9, 7, 7.1, 7.3, 7.5, 7.7(2), 8.2(2), and 8.4(2), their median being 7.1. The largest seventeen numbers of students per teacher are 16.6, 16.8, 17, 17.5(2), 17.7, 18(4), 18.3, 19.3, 19.8, 20, 21, 24.7 and 25.3, their median being 18. The middle 33 numbers range from 8.4 to 16—8.4, 8.7, 8.9, 9, 9.2(2), 9.5(2), 9.6, 10.2, 10.6, 11.2(2), 11.6(2), 11.9, 12, 12.3, 12.4, 12.7, 12.8, 13, 13.1, 13.6, 14.1, 14.4(2), 14.7(2), 15(2), 15.7 and 16. Their median, and that of the entire distribution, is 12.

It is interesting to find (Chart N) that the 28 colleges which graduated 19 per cent of their students, as compared with the average 14, had one teacher to every 11.6 students, as compared with the average 13. On the other hand, the 33 colleges that graduated only 9.6% of their students, as compared with the average 14, had one teacher to every 12.4, as compared with the average 13.

(24) Sixty-five institutions report their having from 9 to 43 departments. The smallest 16 institutions have from 9 to 13, a median of 11; the largest 16 have from 21 to 43, a median of 23; the middle 33 institutions have from 13 to 21, and a median of 19, which is also the median of the entire distribution.

For 62 institutions it is possible to compute the average number of teachers in a department. Two thirds of the whole number, 43, have 1(25) or 2(18). One-sixth, 10, have 3(7) or 4(3). One-seventh, 9, have 5(2), 6, 7, 8(2), 9, 11 and 17.

The way in which intention or accident, or a combination of the two, has distributed the activity of these institutions into departments, is of considerable interest.

Foreign Languages account for the largest group of departments—235. There are three devoted to Linguistics and Foreign Languages in general, and Comparative Philology. Modern Languages account for 131. Of these, 21 deal with Modern Languages in general, 1 with Comparative and 1 with General Literature. Romance Languages have 64. Of these, 26.5 are Romance Languages (25.5) or Romance Languages and Literature (1) in general; 16.5 French, 14 Spanish, 6 Italian, 1 Portuguese. There are also 1 each Celtic, Gaelic, and Hungarian. Germanic Languages have 41. Of these, 1.5 are Germanic Languages in general, 36.5

German, 1 each Scandinavian, Norwegian, and Swedish. The fractions in the preceding statement indicate crediting to different subjects appropriate portions of departments in which these subjects are combined: Romance and Germanic Languages (1), French and German (1). Ancient Languages have 101 departments. There are 101 in the field of Ancient Languages. There are 27 in Ancient Languages (10), Classics (9), Classical Languages (7) and Classical Languages and Literature (1) in general. There are 2 in Sanskrit. In Latin there are 34.5, in Greek 31, the fractions representing 8 departments combining Latin and Greek, and Latin and English (.5). Biblical Languages (.5), New Testament Greek (.5) and Semitics (.5) are each once combined with Bible or the History of Religion. There are 3 departments of Hebrew, 1 of Semitics in general, 1 of Semitics and Egyptian.

The natural sciences account for the group of departments that is second in size (234). There are only a few (4.5) general departments in this field: Science and Scientific Method (1), History of Science (1), Natural Science (2), and Natural and Social Science (.5), .5 being credited to Social Science. The largest sub-group is the Biological (80), including Biology (51), Biology and Bacteriology (.5), Biology and Geology (.5), Botany (7), Zoology (6), Zoology and Agriculture (1), Agriculture (1), Anatomy (1), Anthropology (2), Bacteriology (1), Entomology (2), Histology (1), Physiology (2), and Physiology and Hygiene (4/2); Bacteriology and Zoology (2). The second sub-group is the Chemical (60.5), with Chemistry (58), Chemistry and physics (3/2), Chemistry and Engineering (.5), Chemistry and Metallurgy (.5). The Physics sub-group is third (57) with Physics (50), Thermodynamics (1), Mechanics (2), Industrial Mechanics (1), Physics and Chemistry (3/2), Physics and Astronomy (.5), Physics and Electricity (1), Physics and Mathematics (.5). The last sub-group is the Geological (32), with Geology (22), Geology and Biology (.5), Geology and Mineralogy (2), Mineralogy (1), Geology and Geography (3), Geography (1), Geography and Industry (.5), Meteorology (1) and Seismology (1).

The social and economic studies have 155 departments, with an unusual amount of interrelation among them. History leads with 41 departments of its own and shares in others—with Economics and Sociology (.7), with Government (1), International

Relations (.5), Political Science (5), Political and Social Science (.6), with Politics (.5), and with Social Science (1.5): fragments that increase the total representation of History by 9.5 departments to a total of 50.5. Economic Science comes next with 29 departments alone and shares in 16 others—making up a total of 39 $\frac{1}{6}$ —with Business Administration (3), and with Business (1), Finance (1), Political Science (1), Politics (.5), and, as already mentioned, with History and Sociology (.7), Social Institutions (.5), Social Science (.5), and Sociology (2)—these adding ($10 \frac{1}{6}$) more. Political Science has $34 \frac{1}{3}$ departments, 10 with that title, 2 in Politics, 1 in Political Philosophy with shares in 6 other departments—Political Science and Economics (1), with History (5) and with History and Social Science (.3); Politics with Economics (.5), History (.5), and Social Science (1.5), all of which have been mentioned. There are 7 departments of Government and this subject is twice combined with History and once with Law. International Relations once combine with History. There is 1 department of Law and Law is once combined with Government. There are also departments of Elementary Jurisprudence (1) and Parliamentary Law (1).

The Social Sciences come next with 31 departments, Social Science having 9 alone and 3.8 jointly: with History and Political Science (.3) and with History (1.5), already mentioned, with Economics (.5) and with Political Science (1.5). Sociology has 13 departments alone and shares with 3 others—with History and Economics (.7), already mentioned, and with Economics alone (2)—making a total of 15.7. There is one department of Social Economy and 1 of Economics and Social Institutions. Probably Contemporary Civilization (1) belongs here also.

Philosophy, Psychology, and Education occupy 131 departments. Of these, Philosophy has 41 alone and the equivalent of 8.2 others, making its total 49.2, from its shares in 4 other departments—Philosophy and Education (3), Philosophy, Psychology and Education (2), Philosophy and Psychology (6), Philosophy and Religion (5), Philosophy and Religious Education (1). In Ethics (2) and Practical Ethics (1) and Apologetics and Ethics (1) there are 3.5, which may be grouped with Philosophy. Psychology has a total of 28.6, 23 alone and 5.6 more, from combinations—Philosophy, Psychology, and Education (2), Psy-

chology and Education (4) and Philosophy and Psychology (6). Education has a total of 48.6, 38 alone, Pedagogy 2, Euthenics 1, Religious Education 3 and the equivalents of 4.6 others from shares in 2 other departments—Philosophy and Education (3), Philosophy, Psychology, and Education (2), Psychology and Education (4).

In English there are 88.5 departments, usually (55) with title "English" alone, once in combination with Latin and once with "Public Speaking." Literature (7) and Language (3) are not often differentiated. Special emphasis on Composition (.5) and Rhetoric (3) is not so frequent as emphasis on Speech (3.), Expression (1), Elocution (1), Public Speaking (10.5) and Dramatics (1.5). Combined departments which are distributed above are: English and Public Speaking (1), English Composition and Public Speaking (1), English Literature and Language (4), Rhetoric and Public Speaking (2), Speech and Dramatics (1).

In Mathematics and Astronomy there are 78 departments: in Mathematics alone (56), Pure Mathematics (1), Applied Mathematics (1), Mathematics combined with Astronomy (5), Mechanical Drawing (1), Physics (1), Surveying (1). There are 12 independent departments of Astronomy, 1 in combination with Physics and 5, as mentioned, in combination with Mathematics. Graphics (1) may also be included here.

The Fine Arts have 57 departments—10 of Art, 8 of Fine Arts, 3 of History of Art, 2 Art and Archaeology, 1 Classical Archaeology, and 5 in Applied Arts—Applied Art (1), Drawing (2), Drafting (1), Architecture (3). There are 26 departments of Music.

The Physical Education group includes 52 departments—32 in Physical Education, 3 in Physical Education and Hygiene, 4 in Physiology and Hygiene, 4 in Hygiene and 1 in Public Health. There are 9 in Military Science (5), Tactics (3), Training (1), and Naval Science (1).

There are 42 departments of Engineering and related subjects. In Engineering there are 37.5, of which 4 bear that title alone; there are also Ceramics (2), Civil (10), Commercial (1), Electrical (6), Industrial (1), Marine (1), Mechanical (7), Mining (2), Civil and Industrial (1), Electrical and Mechanical (1), Chemical Engineering (.5). The related departments are 4.5—

Metallurgy (1), Chemistry and Metallurgy (5), Surveying (2), Mathematics and Surveying (.5), Mathematics and Technical Drawing (.5).

There are 36 departments devoted to the Bible and Religion. Of 18 departments there are 6 of Bible, 1 of Bible and New Testament Greek, 1 each of Bible Study and Biblical Language and Literature, 3 of Biblical Literature, 1 of Biblical Literature and History, 3 of English Bible, 1 of English Bible and Philosophy of Religion, 1 of Sacred Scriptures, 1 of Semitic Language and Literature and History of Religion. In the related field of Religion there are 18 departments; 11 bearing that title, 5 Philosophy and Religion, 1 of Theology, 1 of Church History, 2 of Apologetics, 1 of Apologetics and Ethics. There are, as has been mentioned, 3 in Religious Education.

Other vocational departments, 30 in number, are chiefly in Business (18), Household (9), and Library Studies (3)—Accounting (4), Banking and Finance (1), Business Administration (2), Business Law (2), Business Law and Accounting (1), Commerce (2), Commerce and Transportation (1), Insurance (2), Secretarial Studies (2), Shorthand and Typewriting (1), Home Economics (8), Household Science (1), Bibliography (2) and Library Science (1). Courses entitled "Liberal Arts" are given by two colleges.

These varied offerings may be grouped as follows:

TABLE XIII (CHART 0)

<i>Languages</i>	323	and <i>Arts</i>	57	.....	380
General	3				
Modern	131	English	88	Art	31
Ancient	101			Music ..	26
	<hr/>				<hr/>
	235				57
<i>Social Sciences</i>					322
History	51	Philosophy ..	53	Religion ..	36
Economics ..	39	Psychology ..	29		
Politics	34	Education ..	49		
Sociology	31				
	<hr/>				<hr/>
	155				131

CHART O
(Section 24, Tables XIII, XIV)
CLASSIFICATION OF 1138 DEPARTMENTS
IN 65 COLLEGES

Modern Languages 131	Ancient Languages 101	English 88	Art 31	
			Music 26	
History 51	Philosophy 53	Education 49	Religion 36	
Economics 39				
Politics 34	Psychology 29			
Sociology 31				
Biology 80	Chemistry 60	Physics 57	Geology 32	Physical Education 52
Mathematics 78		Vocational Studies 72		

<i>Natural Sciences</i>	and <i>Physical</i>	286
General	<i>Education</i> 52	
Biology		
Chemistry ..		
Physics		
Geology		
		234
<i>Mathematics</i> ..	78 and <i>Vocational</i>	150
	<i>Studies</i> ..	72
		1138

It is interesting to see how the distribution of departments suggests the arrangement of subjects in a not impossible college curriculum:

TABLE XIV
Suggested Curriculum

<i>Languages</i>			Semester Hours
Modern	15	Ancient	12
		English ..	10—37
<i>Social Sciences</i>			
History	6	Economics ..	5
Politics	3	Philosophy ..	6
Education	6	Religion	4
			—36
<i>Natural Sciences</i>			
Biology	9	Chemistry ..	7
Geology	3	Physics ..	7
		Physical Education	6
			—32
<i>Mathematics</i>			9
<i>Art</i> .. 3 and <i>Music</i> ..	3		6
<i>Vocational Studies</i>			8
			128

Answers to questions concerning the last four of the Association's seven standards, and certain general suggestions, will be considered in a later study.

DISCUSSION

DR. S. P. CAPEN, Chancellor of the University of Buffalo

Mr. Chairman, Ladies and Gentlemen:

I face the clock. I have certain obligations as one of the hosts, and one of these obligations is to see that you get to the luncheon which the Nichols School is providing for this convention more or less on time; therefore, whatever I may have to say will be very brief indeed.

Dr. Furst's paper is really not debatable. That consoles me for the necessity of curtailing my discussion. As I listened to it, and as I listened to some of the preceding papers and remarks and put them all together, a train of thought was started which I should like now to indicate to you in the roughest outline.

It seems to me that if we look at education historically, there is, just as in politics and religion, a kind of pendulum swing between formalism and freedom. We had plenty of freedom in the United States not so very long ago, a freedom that amounted to chaos. We had no controls of any sort except those exercised by a very few of the state departments of education. Indeed, we did not have controls enough and we knew it; and so we started out to build for ourselves some machinery, and by devices which are familiar to you all, we have in the last twenty years created for ourselves a rather effective machinery of control. Everybody recognizes that the Carnegie Foundation's contribution to the origin of these devices of control was fundamental. The Carnegie Foundation started the movement which led us out of chaos and the great regional bodies like the one we belong to have carried on the job. Some of the state departments of education have also reinforced it.

Well now, as the result of this movement, what have we got? We have built up for ourselves a complicated machinery of credits and accrediting, a scheme that deals largely in quantitative measures using only one quantity at that—namely, time—and a procedure for enforcing this scheme. And we have also built up in our minds what the modern psychologist will perhaps pardon me for calling a credit complex. We have come to think that education is really measured by a purely quantitative kind of unit that we call a credit. Quite naturally, all this now bothers us a lot.

Have we not actually created a kind of Frankenstein? I cannot do more than indicate, in this brief way, the essentially inhuman nature of the monster. Nevertheless, this Frankenstein now threatens everything we do in secondary and higher education. Are we going to let it beat us?

I think that what we have heard this morning, what Professor Koos has brought to us—which is the smallest fraction of the content of his monumental studies—shows that the organization of American higher and secondary education is in a state of genuine flux. Therefore my plea is: do not let us be mastered by the mechanism we have created to the extent that we cannot take advantage of these subtle but profound movements that are operating throughout our system. An Association like this has an important task both in setting the right kind of standards and in the stimulation of educational movements. I think it is fair to say that some of the regional bodies in this country have been the victims of their own standards. I hope this association will be strong enough to resist that temptation.

We shall have before us, I suppose, before the meeting is over a proposition relating to the standards of this association which will take into view certain of the new movements in the development of secondary education. Let us be hospitable to any seemingly unorthodox proposal that may come before us. Let us go at this whole question of college entrance and the articulation of colleges and secondary schools with absolutely open minds. It is something that now must be studied anew. Certainly we do not want to freeze it forever in the old mold.

In the midst of our great flood of students and the tremendous pressure of the mass upon us, we are, after all, rediscovering the student and the obligations of the institutions to the student. It is worth remembering that the standardizing schemes of the United States have been formulated in the interests of the institutions and not in the interests of the students.

AFTERNOON SESSION

SOME PHASES OF RELIGIOUS AND ETHICAL TRAINING IN SCHOOLS AND COLLEGES

RABBI STEPHEN S. WISE, Free Synagogue, New York
Acting President of the Jewish Institute of Religion

Mr. President and Members:

I thought this afternoon of bringing before you some problems, as I see them, in relation to moral and religious training in colleges and secondary schools. I am afraid that I have not even tried to differentiate in my own mind as between colleges and schools. From the viewpoint which happens to be my own, I have grouped them together as if they were one.

It seems to me that there is a great opportunity in both colleges and secondary schools for the teaching of religion. But if there is to be the teaching of religion, it must be done seriously. And I use the term "seriously" in antithesis to two other terms: (a) perfunctorily and (b) unintelligently. I think that too much of religious teaching in schools and colleges where there may be some manner of religious teaching is either perfunctory or unintelligent. If I may be permitted to use a personal illustration, I have had an opportunity in a school over which I happen to preside to test for myself the difference between perfunctory religious teaching and deeply sincere, almost passionate, mystic religious teaching.

On the faculty of the school we have one man, an English Jew, who is in a manner in which are few men that I know, a mystic of the mystics. His influence upon the men of the school, all of whom are preparing themselves for the ministry, is deeper, more significant, than is the influence of all the other teachers of the school combined. There is no perfunctoriness about his religious ministry. He cannot be perfunctory because religion means too much to him. And so he conveys something which makes a deep, and I think an abiding, impress upon those whom he touches.

I think the question of perfunctoriness touches the question of compulsory attendance at chapel. I confess that I have not quite made up my mind about the value of compulsory attendance at a religious service for people, however young. The truth is

that whenever I preach at a university at which chapel attendance is compulsory, I long for the absence of compulsoriness. When I go to a college in which chapel attendance is not compelled, I am all for compulsoriness. The ideal thing would be compulsion from within, but, in any event, is not that problem of compulsory chapel attendance bound up with what I venture to claim the perfunctoriness of much of religious teaching?

I wonder whether we are ever going to have religion taught in worthwhile fashion, whether directly or by indirection, as long as we are satisfied to teach religion unintelligently. That is a very strong term but it is not nearly as strong as other terms I am going to use before I am done. Is not too much of the so-called teaching of religion in schools and colleges a sort of prolongation or projection of Sunday School teaching? Is it very different in essence? Does it have regard to what men and women are getting in all departments of the college or university in which they are students? I do not think that the student at the average college is quite as scientific as he thinks he is, but somehow he does insist—and I am not sorry for his insistence—that religion should be taught scientifically. I have seen it done and I know that it is being done in some universities. Men have the right to have religion taught to them in the most finely intelligent fashion.

For example, we can safely trust men and women to learn about comparative religions, to get a survey of the religions of the world. I am not afraid of such study. I try, in the religious school of my synagogue, to give my young people before confirmation an impartial viewpoint with respect to all other religions, and primarily, because that is the religion that they are familiar with, Christianity. I try to be entirely fair in talking to these young people of fifteen and sixteen years and in helping them to understand just why their neighbors cherish as they do their own Christian faiths. I even try to bring home to these young people something of the differences—and they are rather attenuated, aren't they?—between the different groups within Protestant Christianity. And I rather think that children appreciate that form of flattery which consists of treating them as if they were intelligent beings.

I should like to see the experiment tried more widely than at present of teaching religion, not perfunctorily, but with that high seriousness which gives rise to intelligence in the treatment of religion. After all, do you think of any better place for just that sort of thing than the colleges or universities which, even though they have some sort of denominational sanction, are still free? Of course, you cannot have really intelligent teaching of religion unless the teachers are free. If a teacher in your college or mine must feel, "I must not say this because if I do I will be misunderstood," or, "this may come to the ears of the Bishop or Monsignor," religion cannot be taught with entire or adequate intelligence.

We teach history with freedom when we are sane and not at war, as comparative historians. We can teach English history decently. It was not done in my youth in America. I was taught history in such fashion that I actually believed that the American Revolution ended about two years before and that the English generals and statesmen were a bloodthirsty lot, against whom eternal hatred should be cherished. Can we not teach religion as college teachers and secondary school teachers teach history, from the comparative point of view? I think I have a right to ask that if you Anglicans or Roman Catholics, or Evangelicals teach about Judah, for example, you shall insist with yourselves upon being able to give an objective historical resumé. And if you do not like some Jews, still is it too much to ask that you shall teach the history of a great people, of a great fellowship, of a great faith, from which other (as you believe) greater faiths have come, with the objectivity which the scientists think is their own peculiar province?

The second thing that I want to dwell upon is this: I sometimes wonder whether you teachers realize the opportunity that is yours in a matter which I think is of supreme importance. Let me put it this way: What should a college or university do in relation to the standards of the world? Shall the college simply take over and assent to the validity of the standards which the world cherishes or by which the world lives; or shall it dare to be a maker of manners, a maker of standards?

I know the difficulties. In the first place, colleges for the most part are attended by children who come out of the homes of

the more or less well-to-do, and in those homes are certain standards which after all largely represent the American point of view. A rather considerable deference is paid to success, howsoever won, howsoever achieved. They are the standards of people who have not had time, or who have not taken time, from the pursuit of material things, to acquire for themselves the things that you and I believe to be very much more important than anything else in the American home. Not all home standards are bad; many of them, I suppose even most of them, are good. But, after all, there is a certain degree of Philistinism in the average home.

When these young boys and girls come to college do they find the college daring to insist upon its own standards? Or do they find the colleges and universities too largely dependent upon the help that comes from men who are the illustration of the supreme effectiveness of these home cherished standards? They find the average college yielding every honor to every itinerant notoriety, male or female, that struggles or straggles through the country, so there is hardly any lifting up of standards which is richly helpful to young people who have come out of homes in which there are standards that take no account of life's imponderableness.

I think that if I were a college president for a little time, I would dare to believe that colleges have a right to suggest—I do not say enforce—standards. I still believe in the value of a certain amount of regimentation for the unintelligent and the moral ungrownup. I would really make an effort that no man in a college be permitted to use more than a certain income. I think that the college has a right to say to parents who would insist that "my son has a motor car at home, therefore is entitled to a motor car wherever he goes"—"I am very sorry, but here in this college we insist upon your son's living by standards which we believe are going to be helpful to him. If you want to train your son in your way, you must train him in your own home."

This raises the question of what the college and secondary school are going to do in relation to what I suppose is the most urgent problem of common life today, the problem of freedom. I do not find the colleges grappling intelligently, vigorously, significantly, with that problem which, if it is not devastating, is in

any event overwhelming the college youth of our time. Is there nothing to be offered by way of counsel save cheap and sometimes brilliant cynicism? Are we likely to assent to the notion that young people increasingly have, that there is only one way of life and that is the way of life which is unfettered, unregimented, a way of life which knows no law save that which it chooses to impose upon itself?

Ladies and gentlemen, you may not like it but I say to you that the greatest trouble with the American college and university today is that it does not do one thing or the other. If you believe that the way of freedom is the way of life for young people, help them, fortify them in that way. Do not stand inert and helpless and meaningless while the college students of America are choosing a way of life which repudiates every imperative. I do not mean to say that it is the teacher's business to urge our youth to yield their assent to every convention, to every conformity that has been in the past, but do one thing or the other. Either help them to clarify their own doubts or else—of course, I think this is the better way—stand so earnestly and firmly and uncompromisingly for the other way that they shall at least feel themselves challenged.

The college youth of America may complain about being constrained, but it cannot rightly complain that it is being challenged in its way by college teachers. I know that here and there are men that lift up their voices and finally make themselves felt in combating rationally and courageously the way of lawlessness, the way of sensualness. Despite those exceptional men and exceptional places, the young people feel unchallenged. Is it because we lack faith? Is it because we lack courage? Is it because we lack understanding? For some reason or another the boy and girl in American colleges and universities are neither being helped to the finest appreciation of the way upon which they seem bent, nor is it challenged so vigorously as to move them to be guided.

I am thinking of recent performances by one of your number, which, from the literary point of view, are irreproachably good—all that a best seller ought to be—and from every other point of view are quite unapproachably bad. One is just a little sorry to come upon academic reinforcement of the viewpoint of the two most famous police court reporters of any time, Mencken

and Nathan. In defense of the latter it might be said that they express their own convictions with directness and clarity. The courage of depravity is a manlier thing than the cowardice of moral anaemia.

This matter deserves to be dealt with seriously, for despite all the exquisite irony of it, "Helen of Troy," now supplemented by "Galahad," presents a point of view which lies at the heart of the great struggle of our generation. Shall the law of the spirit yield to the spirit of lawlessness? Must Kant's "Thou shalt" give way to Freud's "Thou mayest"; shall the universal imperative of Hebraism and Christianity be superseded by paganism—in some Erskinean attenuation—with its sanction and even glorification of individualist self-expression?

Even at the risk of being pilloried in an early issue of the *American Mercury*, which is the *Saturday Evening Post* of the self-appointed intelligenzia of America, certain things must get themselves said by me today. A university professor of high distinction and personal charm has written two books within the year which have caught the attention of the young and of maturer folk too. I do not know of a book which has appeared for decades comparable in its power for evil to "Helen of Troy"—unless it be "Galahad." Judging the book with the seriousness which the matter, if not the manner, of the book challenges, "Helen of Troy," not in its delightful nonsense but in its serious tendency, apotheosizes the Greek view of life. It substitutes the unmoral Hellenic sanctions for the ethical Hebraeo-Christian sanctities. This is a very different thing from the matter of Matthew Arnold, whose paeans are for the intellectual eminence of hedonism, though Arnold is not enough of a Philistine, to use his own nomenclature, to be imperceptive of the moral distinctions of Hebraism.

I know full well that "Helen of Troy" is neither history nor homiletics, and yet I would rather command almost any notoriously salacious volume to a group of young people than "Helen of Troy." "Jurgen" was pseudo-poetic filth, "Helen of Troy" is a bit of semi-Lombrosian Freudism and the upshot of it is this: "Go to it, young people; what you need is release; standards and self-respect are incompatibles." I quote one line from "Galahad," "And he, having lost his self-respect, took up religion."

If I speak with earnestness, it is because I have felt that the "young barbarians" whom it is yours not to crush but to educate have been woefully served by a book—the brilliancy of it having given it the widest popularity at home and abroad—which, in a time of intellectual confusion and moral chaos, throws the weight of a distinguished academic name on the side of spiritual sabotage.

Is that sort of thing going to help? After all, a university teacher, just because he does not affix his labels and his titles after his name, does not cease to be a university teacher. I do not know this moment of any earnest, deliberate, serious challenge in writing to the college youth of America.

Ladies and gentlemen, you do not quite understand what your power is. If you knew how great it was, you would use it. You can say things and you can exercise vigilance which no professional religionist, whether Roman priest, or Protestant parson, or Jewish rabbi can exercise, because he and I in our religion are apt to be biased. I am hopelessly and incurably biased in favor of the things I believe. But you are scientific, you are objective, you are impersonal. As a teacher and as a father who has had children in both colleges and universities, I can tell you that you can exercise the greatest influence in the world. After all, whatever is said within the home is imagined to grow out of the desire to restrain, to coerce, and to compel. The way of the university is the way of freedom. We, whether parents or teachers of religion, are imagined to be committed—and of course we are—to definite viewpoints. After a time these young people become familiar with our viewpoints, but they think that you are truth-seekers, ready to face the light wheresoever it comes.

I cannot help once again saying to you, as I close, use well our children. They are in the midst of doubts and confusions. It is not enough to write books which are going to make their confusion worse confounded. It is not enough in cynical, however brilliant, fashion to canonize the way of lawlessness and to substitute "Thou wilt, thou must" for the Mosaic "Thou shalt, thou must." Yours it is, after all, if you believe in it, to do a tremendous deed in the way of making beautiful in the sight of young people the only way of life which is of enduring beauty and of abiding worth.

DISCUSSION

DR. CHARLES RICHMOND, President of Union College

Mr. Chairman, Ladies and Gentlemen:

I had no idea what Dr. Wise was going to say, so I am not prepared to discuss at any serious length anything he said, excepting to say that although Rabbi Wise is a Jewish rabbi and I am a Scotch Presbyterian, and those two types are supposed to have certain resemblances, the only advantage being on the side of the Scotch Presbyterian, if tradition is of any worth, I agree in the main with what the Rabbi has said.

There were times when we felt as if we were listening to one or more of the denunciatory psalms, but I for one, being a Scotch Presbyterian, am very far from scrapping the psalms or any other portion of the Old Testament.

These books that Dr. Wise has mentioned, I have laughed over. But after all, ladies and gentlemen, when the laugh has a touch of cynicism in it, it is not a very wholesome laugh. And I think the substance of what Dr. Wise has said comes down to that, that there is an underlying cynicism which the brilliancy of the books hardly redeems.

I am not so much afraid of the pulpit as Dr. Wise. As a matter of fact Dr. Wise illustrated an anecdote related of Charles Lamb and Coleridge, where Coleridge said to Lamb, "Charles, did you ever hear me preach?" and Lamb, who stuttered a little, "S-s-s-amuel, I never heard you do anything else." And besides, I would remind the Rabbi that a certain very famous Rabbi once said that it pleased God by the foolishness of preaching to save them that believed. He did not say foolish preaching. We do not propose to illustrate that here today.

Now, I have written what I have to say, because I am confined in point of time. And the only point I wish to make in this short address is the value and the necessity of more attention to our religion, especially to our religious teaching, because religious teaching involves and embraces ethical teaching.

We have today certainly a representative group. We have a Jewish rabbi, we have a President of an Episcopalian College, we have the Dean of a Jesuit College, and we have, I have said before, a Scotch Presbyterian, last but not least. But I venture

to say, ladies and gentlemen, that you are not going to hear any discordant notes in this string quartette. I venture to prophesy that you will find at the end of this discussion there is essential agreement on the part of all these four men, representing, as they do, such different angles of approach.

I am going to quote at the outset the book that some of you have heard of and that I wish more of you were familiar with. I mean the Westminster Shorter Catechism. I learned that when I was a boy of seven. Since I became a college president eighteen years or so ago I find it very useful as a compendium. The first question in that catechism is, "What is man's chief end?" And the answer is, "The chief end of man is to glorify God and to enjoy Him forever." And I venture to say that you Anglican, Jesuit and Episcopalian, and Presbyterian, will all agree to that definition. And so I want to start with that.

Some time ago a committee was organized for the purpose of answering the question we are always asking, namely, "What is the matter with our education?" They came back with the pregnant statement, "The question of moral education is the heart of the modern educational problem."

The heart of education is morality and the heart of morality is religion. No adequate scheme of education can be devised without morals and no adequate scheme of morals can be devised without religion. Plato argued out that point long ago in his Republic. He would have athletics, music, mathematics, history, science, but to be merely an athlete is to be nearly a savage; to be merely a musician is to be melted and softened beyond what is good. Knowledge must have a moral basis, but we must lend to the moral requirements of the community the sanction of a supernatural authority. We must have religion. We must have belief in God, not a cosmic force or a stream of tendency but a living personal God who can inspire hope and devotion and sacrifice.

Within a few years two philosophers have arisen both of whom have come to great prominence. Both have had to a remarkable degree the ear of the whole world. One was a German and the other is a Frenchman. I mean the late Rudolf Eucken, of Jena, and Bergson, of the University of Paris. Happily, in their philosophy if in nothing else, they were of one mind. Both have reasserted from different angles but with equal

force the reality and the supremacy of the spiritual life. If we who are teaching could apply this philosophy to the education of today we should not only lift it to a higher level but we should also be making a contribution of permanent and immeasurable value to our own age.

I have appealed to the philosophers because their word carries more weight with many than that of religious leaders whose business it is to teach religion. Accepting this as a standard and applying the deadly parallel we must admit that the whole aim of our modern education from public school to university is set to another key. We even ask ourselves whether our educational system is at all adjusted to train the spirits of the young to reverence God and the things of God. Whether the result of it is to exalt the ideals and to make real and desirable to the mind the beautiful realities of the spirit. We have often heard it said, sometimes with approval, that the aim and end of education—taken broadly—in this country is to make the boy or girl a more profitable commercial machine. Certainly utility, in quite a narrow sense, is the modern note in education. A modern writer has said, "Ours is a vocational educational system in a vocation-minded civilization." But the spirit of the utilitarian is the spirit of the world and not the spirit of God.

I make that distinction not in a hard and fast theological sense but to mark the difference between a system of education conceived and directed in the spirit of the seen and the temporal and an education dominated by the presence of the unseen and the eternal. This as I understand it is the irreconcilable distinction between the flesh and the spirit. The one says to learn to get money is the beginning of wisdom, the other the fear of the Lord is the beginning of wisdom.

I would make this distinction then the first principle of all our education. More than this I would make it the test in our selection of teachers. No man can be a good teacher unless he is in a deep and real sense a religious man. And we do a grievous wrong to ourselves and to our children to entrust them to do any other. A man may be a good teacher of subjects without any religion but he cannot be a good teacher of youth.

I do not mean a sectarian, far from it, as far as religion is from sectarianism. I mean a man with the love of God in his

heart. How have we reacted to this proposition? Scared by the clamor of narrow minded sectarians and bewildered by a half-baked theory of state policy which persists in confusing sectarianism and religion, we have even shut the doors of many of our schools against all religion, and the good teacher must leave his religion which is the best part of him in the coatroom with his galoshes and his umbrella. In some places the water of life may flow but it must be taken outside of the school and in sanitary drinking cups.

I venture to prophesy that we are going to regret, and that before very long, the neglect of moral and religious training in our schools. There are only a few states in the Union where Bible reading is required in the schools. In seven states it is—shall we say religiously—excluded. One of these is Nebraska and it is significant that in a recent class of 150 in the University of Nebraska 8% of the students could not name a single book in the Old or New Testament. 14 gave Hezekiah as one of the Books of Moses and one gave Xerxes. The Regents of the State of Utah recently forbade the organization of a Y. M. C. A. at the State University.

We have taken away the Bible from the children. What have we given them in its place? A turning lathe, a typewriter and a psychiatrist. That isn't exactly a fair exchange. We shall one day realize that we have done them a cruel wrong. We have robbed them of their birthright. Every child taught in an American school has a right to know the English Bible, if for no other reason because it is the chief and crowning jewel of our language.

But more than this. It should be taught to every child because nowhere else can he find so deep a fountain of wisdom, so pure a source of inspiration, a moral and religious influence so strong and enduring as he will find in the scriptures of the Old and New Testament. Washington once said, "It is impossible to govern the world without the Bible." Not only should the Bible be taught to every child but it should be taught him by a teacher who has himself been profoundly influenced by its spirit and who realizes its unique value in refining the mind and in strengthening and beautifying the character.

We have made a grave mistake in this as in some other things. The Lord's Prayer has even been banished from some of our

schools. We have been so paralyzed by the cry of sectarianism that we hardly dare mention religion in the same breath with popular education. I am told that an attempt was made some time ago in one of our great cities to teach the children ethics through the biographies of the great men of history. In this list they did not dare to include the name of Jesus. I suppose Moses also was considered unfit for good society.

To call this sort of thing idiotic and pusillanimous is only a just use of language. The serious thing about it is that it reflects to a degree the attitude of the modern mind towards education. From a patriotic point of view much might be said. We are justly proud of our country, of her past achievements and of her present strength. Most of us fail to estimate the real sources of our strength. We speak of our material resources but that is not our strength. America is strong today because the fear of God is still at the heart of the nation. If we should lose that we would infallibly fall into weakness and contempt.

The best thing we have in this country is our religious inheritance. It has come to us from our Fathers and they, as we know, were men of God. Religion was their life. The freedom and the political equality for which they fought was a part of their religion and gathered strength from it. They read the Bible and lived it. The word of God was "a lamp unto their feet and a light unto their way." And now we have taken this light from our children and given them new lamps for old. We have substituted the electric lamp of modern science for the eternal light of divine truth, putting the new in place of the old, as if these two were not as truth is one, as God himself is one.

It is a cheap and shallow policy. This nation could not have been builded except by men who had the fear of God before their eyes. The liberties we prize so much were won for us because these men were dominated in thought and life by the spirit of the Bible. They can be preserved by no other kind of men. We may well ask ourselves this question, "Will the education we are giving our children make that kind of men?" How long may we hope to continue these Christian traditions which are the very sinews of our strength when so many of the children of the nation are growing up with no knowledge of the God of our Fathers and no reverence for his word.

As private schools and endowed colleges, free from the dictation of state officials, our task is not so difficult. And yet we too are caught in the popular current of thought which is casting doubt upon the values and the necessity of religious training. Some of our colleges have recently abolished required chapel. In my judgment this is unwise. It is one more concession to indifference or to religious bigotry. To require the undergraduate to go into the biological laboratory and dissect a cat in the interest of scientific truth and not to require him to make some contact with truth as revealed in its highest spiritual aspects; to make him read Main Street and neglect to read Isaiah or St. John's Gospel; to subject his mind to the nauseating psychology of Freud and to pass by the divine philosophy of Jesus as something to be taken or left as a thing indifferent, is a mighty poor tribute to the good sense as well as the good taste of our modern education.

To permit the young men who come to us to go for four of the most formative years of their lives without making every effort to stimulate their interest in religion and to put it before them as a practical scheme of life is to fail in the most compelling duty of a college. To say that this cannot be done in so broad and sympathetic a way as to appeal to the religious consciousness without offence is to concede more to religious intolerance and bigotry than I for one am willing to concede. If America is to be saved from a degrading materialism it will be because institutions such as the schools and colleges have awakened to a new and deeper sense of their responsibility for the spirits as well as to the minds and bodies of the youth committed to their care.

II

REV. JOSEPH F. BEGLAN, S.J., Dean of Canisius College

Mr. Chairman, Ladies and Gentlemen:

I must begin with a confession, I think, that I have neither the brilliance nor the wit nor the dramatic power of Dr. Wise. I cannot promise to be entertaining, but I shall at least try to be brief. But I do think that we all owe him a debt of thanks for some of the things that he has said, for all of the way that he has said it.

It was not my good fortune to know what Dr. Wise was going to say. But I think if I did, I should say what I am going to say this afternoon.

Two things to my mind stand out in Dr. Wise's paper. First, he tells us, and I believe truly, that if religion is to be taught it should be taught with a high serious purpose, not perfunctorily, not unintelligently. I am sure those of us who agree that it should be taught at all will also agree with Dr. Wise's statement. Perhaps we may question somewhat just what would constitute intelligence in the teaching of religion. If I quote him right, he says it is freedom that we ought to teach, especially in the college, from an objective point of view, that we ought to describe comparative religions. With all that I agree. There is, however, one restriction that I would make. Every man, every teacher in a classroom that is going to teach religion with a high, serious purpose has something definite to say. He has the truth. At least, he thinks he has. And we, when we teach religion in Catholic colleges, with all due deference and respect for other viewpoints, we claim that we have the truth. I believe that other ideas, other opinions, other viewpoints, should be explained and expressed. I believe, as is our common practice to do, that we should present difficulties from the other side, in a strong, in an objective way. But I believe too that we have to keep something definite. We cannot say that God exists and that He does not exist, are both true. We have to choose. With this restriction then I would say that there should be perfect freedom of discussion in religious purposes, but that the truth should be taught. And the truth, if it is taught, will prevail.

The second idea that stands out in my imagination, I might say, that Dr. Wise has so strongly emphasized, is something with which I am in hearty agreement: We can never, we must never, minimize moral truths any more than we must minimize intellectual truths. Freedom under God's law there must and shall be, but there comes a point beyond which no man who respects God's law can go.

I do not want to preach, I did not come here for that. I came, rather, to tell you just what we do, not why we do it. I am not going to attempt any justification of the position ascribed

to religion in the Catholic college. I simply want to tell you what we do, not why we do it.

I may say that in the secondary Catholic school—and I have particular reference to Canisius Preparatory school—religion is taught, and every Catholic boy that comes to us is obliged to take a course in religion. Two semester hours are allowed, approximately one-tenth of the total time that the boy spends in class. The method that we follow is the method of question and answer. The work in the high school is largely memory, but sufficient explanation of the doctrines involved is given to the boy to enable him to have a reasonable understanding of his religion. When he goes into college, again a course in religion is prescribed. If he is Catholic, he must attend the course in religion. For two semester hours again he sits under the guidance of his professor. The method here followed, however, is somewhat different. The method of question and answer used in the High School is abandoned in favor of the more academic and the more scientific procedure of scholastic philosophy. The course in religion is not a course in scholastic philosophy. These are two absolutely distinct and different. But the method of teaching religion in our college is the method of scholastic philosophy. Definite propositions are laid down. The data given and the terms used are explained, proofs adduced from reason, where the matter is not wholly a mystery, from Scripture and tradition, the source of our teachings. Questions are asked by the pupils. Objections are treated from every viewpoint, every viewpoint whatever. The class is conducted pretty much in the same way as we conduct our history classes, our science, lecture courses and our philosophy. The professor has his daily quiz, his weekly test, his semi-annual examination. No boy can get his degree from Canisius College, if he is a Catholic, unless he has passed successfully those four years of religion. It is not our practice, however, to give college credits for this course. We have our regular schedule of 136 semester hours in courses exclusive altogether of religion. But for the Catholic boy the course in religion is prescribed.

What about the non-Catholic? For, after all, we have some percentage of non-Catholics at Canisius College. We have even some who profess the same religion as Dr. Wise himself, and we

welcome them. We have others too that are Christians, but not Catholics. No boy, whether he be Jew or non-Catholic gentile, is forced to listen to Catholic doctrines taught at Canisius College. He is perfectly free. No obligation is put upon him to take the religion course.

We believe that Catholic religion should be taught to our Catholic boys, but we do not force our Catholic religion upon those of other faiths. We respect their conscience though we differ from their views.

Care too in this religion course is taken to differentiate what is certain, what we claim is divinely revealed by the source of all truth, God Himself, from what is merely probable, from the multiplicity of purely human speculations bearing on religious truths that have in the course of nineteen centuries grown up around what we call the body of revealed dogma. These are put down as opinions. The others are certain. This, I may say, is the intellectual side of the religious teaching at Canisius, and I may add, other Catholic colleges.

What of the moral side? It is evident to anyone who either teaches or has taught religion, that you cannot wholly divorce the intellectual side from the moral side. For all that, the instruction that we give in religion is largely intellectual. The moral side is emphasized particularly in what we call our annual retreat. During the war we became familiar enough with the idea of a drive, and we know it is a period, short in length but intensive in activity, towards some objective that we think supremely worth while. We think the moral character, the development of that character, on supernatural principles, is supremely worth while for our students. And so some time in October, after the college is well settled, we suspend all academic pursuits for three days and we hold what we call our annual retreat. The boys are gathered in church or chapel, as the case may be. Some Catholic priest from another college or another church is invited to come and conduct the retreat and for three times every day during those three days he delivers an address, each different naturally in character from the one preceding it. And the students assemble in chapel. This too is prescribed for our Catholic students. Our non-Catholic students are left free during that time of retreat. I say addresses are delivered three times a day for three days.

making consequently in all nine talks given to the boys upon certain doctrines that we regard as fundamental in Catholic life. The general meaning and value of life is stressed, the worth of Christian virtues, the heinousness of moral depravity, the ways and means of living a life in accordance with the principles of sound reason and divine revelation. And so from these nine talks the students get what we may call an outline, and a fairly complete outline too, of the Christian philosophy of life. This outline in a moral way is filled in as the year goes on by sodalities. Now the idea of a sodality is pretty much the idea of a college club or fraternity, a gathering of one kind selected for religious purposes. Here the students gather and they receive moral instruction again and they exercise manly piety.

One thing that we emphasize is that manliness and piety are not separated by any chasm that cannot be crossed. And do not let us think that it is only the goody-goody boy, the boy to whom divine authority or law by virtue of place or circumstance or nature, is something of which he stands in awe, that responds to moral instruction in the Catholic school. I have known more than one stalwart football player kneeling in chapel and telling his beads as devoutly as anyone could wish. And to see in Buffalo the Notre Dame football team returning after a victory, spending Sunday morning kneeling in the Cathedral here, is no unfamiliar sight. I remember some years ago Boston College sent its team down to Texas and rather startled the inhabitants of a quiet town there in a Catholic church by walking in and attending the service on Saturday morning. They were going to attend again on Sunday. This was free. This was not compulsory; it was not prescribed. Moral instruction had made at least some impression upon these young men. And not once, but week after week, I have seen 400 high school boys come in to attend a voluntary service to give up an hour of their sleep to come in to a church attached to the school, to attend a service an hour before classes began.

I mention this simply to show that Dr. Wise's wish has, in a measure, been fulfilled, that teaching of religion in a Catholic school or a Catholic college is not taught perfunctorily, it is not taught unintelligently. And I think it is fair to say it is taught with some measure of success. Of course, you will always find

some that take it lightly enough. In a group of five or six hundred boys you will find some few that regard serious religious study as they take serious study of any other kind, only as a bore. But it is not uncommon to find, during the annual retreat I spoke of, a number of groups here and there earnestly discussing some doctrine that was presented to them by the retreat master.

I might say a word on the implicit teaching of religion in Catholic schools, the presentation of the curriculum through the Catholic viewpoint on life. But time forbids. Suffice it therefore for me to say that we look on matters of history, matters of philosophy, matters of science, with both eyes, one of reason and one of revelation. And while we allow perfect freedom of discussion as far as the laws of sound reason and the law of divine revelation will permit, we know that between revealed religion and natural knowledge, whether in the field of history or science or philosophy or literature, there is no chasm of contradiction. We know that these two kinds of knowledge, if they are real, if they are true, must meet in the source of all truths, which is God. Suffice it, therefore, to say these few words on the implicit teaching of religion. We know there are other viewpoints. We know that there are other ways of teaching religion. We know that there are other doctrines. From these we must dissent when they contradict ours. But we dissent with respect, giving due reverence to everyone's conscience.

I have simply tried to present our viewpoint and our method of teaching religion.

III

DR. MURRAY BARTLETT, President of Hobart College

Mr. Chairman and fellow teachers:

As President Richmond has intimated, I am that difficult combination that Dr. Wise spoke of in the realm of ethics, a college president and an Episcopalian. I may have been put at the end of this discussion, because of the traditional liking of Episcopalians for short sermons and I shall try to live up to that tradition. Or it may be that it was thought, because there are so many different varieties of Episcopalians, from the ultra-modernist

to the Anglo-Catholic, that I could sympathetically sum up everything that has been said.

Speaking of the Episcopal Church, I am reminded that the Professor in Columbia, to whom reference has been made, is an Episcopalian. I have reason to believe that he takes his religion very seriously. Possibly because I am an Episcopalian I was not quite so much shocked as Dr. Wise seems to have been by his book. It was the exquisite irony of the book that struck me, making me feel that its message was that the foibles of today and the exaggerated opinions of modern youth are nothing new but as old as civilization itself.

In the very few minutes that I ought to talk, let me say that today I believe not only at Hobart, but at many other colleges, we are making a very real effort to carry out exactly what Dr. Wise suggested, the teaching of religion as a college study.

At the last convocation of the University of the State of New York, Dr. Harry Emerson Fosdick quoted a phrase in the New Testament which he said was full of meaning for us in America today, "What the Law cannot do." "What the Law cannot do," he continued, "because it is put upon us from without, can only be accomplished by religion and education, which influence us from within."

Therefore, while I thoroughly believe in what might be called the perfunctory side of religion, and while at Hobart we have required chapel and voluntary services as well, I believe that it is very important in dealing with the youth of today to put religion and education on the same plane. I mean that religion should be taught just exactly as government, economics, or any other human interest is taught, from a scientific viewpoint. The first course that I knew in this line was taught at Cornell University and is taught there now by Professor Payne. It was begun by Professor White, now of Dartmouth, who has put his lectures into very convenient form in his textbook "A Student's Philosophy of Religion." A similar course is being taught at Columbia. In our course at Hobart, which is an elective for Juniors and Seniors, we take up the history of religion, its origin from the anthropological standpoint, its influence upon civilization and great historic religions, each from an entirely sympathetic standpoint. Then we make up a short study of religious experience in the terms of

modern psychology. Finally we study the great religious beliefs, God, the problem of evil, freedom of the will on the question of determinism or non-determinism and immortality in the light of reality, with the intention of trying to show the reasonableness of looking at the world from a purposeful standpoint.

I realize that there is a great difficulty today in the influence of certain type of literature, eagerly read by our youth. There are many worse books than the book that has been mentioned. I believe, however, there is a greater difficulty. It comes from the unintelligent grasp on the part of the youth who is feeling his way, of an exaggerated type of psychology, founded upon the behavioristic attitude. I do not condemn behavioristic psychology entirely. There is a great deal to be learned from it. It is, however, very easy for a youth who wants to follow the biologic urge to get a very easy philosophy of life from an exaggerated form of behaviorism.

Now, what we try to do, and I believe we are doing it, is to help students adjust their religious beliefs and values to what they are learning in college. We try to do the same thing with ethics, teaching ethics as a branch of social science, a study of the behavior of human beings with respect to values, basing it upon the underlying fact that all moral standards come from the sanction of a group as to the behavior of the individual for the good of the group.

Now, there is just one thing that I would like to say here, because I have an opportunity to say it, with regard to ethical practice in colleges. In our course of ethics we use the case system to a large extent. We study actual cases of social behavior, approved behavior, and we make a study of the rather remarkable progress in business ethics which you may find in the codes of ethics or business methods adopted by many great commercial associations, where the idea of service and co-operation is really being substituted for the idea of cut-throat competition.

There is one method of business which today, very generally, is looked upon as unethical. It is the hiring of an employee of a competitor directly. It is considered, today, bad ethics if a business man wants someone in the employ of another to go to the employee directly. It is considered good ethics to make the offer through the head of the firm. Now, it is my experience that in

colleges this ethical practice of business is not very often observed. It seems to be the custom when one college wants a man who is in another college to approach the man directly, instead of approaching him through the head of the department, as would be natural in a large college, or the President in a small college. It would be fairer and better for all concerned if the head of the department could have the opportunity of placing before one of his own staff an offer from another institution.

Finally let me say, that courses in religion and ethics which are given on a par with other courses in the curriculum have a very constructive sense of values, which, after all, is the object of a liberal education.

BUSINESS SESSION

Report of the Treasurer from November 26, 1925 to
November 26, 1926

DEBIT

Balance from year 1924-25.....	\$2,217.47
Dues from one institution for 1923-24.....	7.50
Dues from ten institutions for 1924-25.....	75.00
Dues from 302 institutions for 1925-26.....	2,265.00
Dues from one institution for 1926-27.....	7.50
Sale of Proceedings.....	2.50
Interest on deposits.....	64.36

Total, November 26, 1926.....\$4,639.33

CREDIT

Cost of Travel, Committee Meetings, etc., Commission on Higher Institutions.....	\$89.95
Annual Meeting	250.25
Delegates to College Entrance Examination Board.....	98.81
Committee on College and High School Co-operation...	33.39
Committee on Standards.....	51.40
Executive Committee	52.25
Salaries	300.00
Clerical Service	40.00
Notary Fees	1.50
Stamps	45.00
Dues to National Committee on Research in Secondary Education	150.00
Dues to American Council on Education.....	100.00
Proceedings	1,080.24
Printing	259.75

\$2,552.54

Balance on hand November 26, 1926..... 2,086.79

Total, November 26, 1926.....\$4,639.33

On deposit with the Girard Trust Company as per statement submitted November 22, 1926, \$2,120.18. Deducting Check No. 475, \$33.39 not yet returned, \$2,086.79.

Two institutions are in arrears for 1924-25.

Two institutions are in arrears for 1925-26.

(Signed) STANLEY R. YARNALL,
Treasurer.

REPORT OF THE AUDITING COMMITTEE

We have examined the accounts of the Treasurer, which are summarized above, together with the accompanying vouchers, and find all to be correct as set forth, the balance in his hands being \$2,086.79.

GEO. D. ROBINS,
F. W. REIMHERR,
Auditors.

November 26, 1926.

In the absence of objection, the President ordered the report to be received and filed.

REPORT OF THE EXECUTIVE COMMITTEE

Although there has been no intensive campaign for new members during the past year, applications were received from twenty institutions and acted favorably upon by the Executive Committee. We are glad to welcome into the fold :

Mt. St. Joseph College, Chestnut Hill, Pa.; St. Vincent College, Beatty, Pa.; Polytechnic Institute, Brooklyn, N. Y.; Upsala College, East Orange, N. J.; The LeMaster Institute, Asbury Park, N. J.; Glen Ridge High School, Glen Ridge, N. J.; Bound Brook High School, Bound Brook, N. J.; Battin High School, Elizabeth, N. J.; Westwood High School, Westwood, N. J.; West Pittston High School, West Pittston, Pa.; Norristown High School, Norristown, Pa.; Scoville School, New York City; Albany Academy for Girls, Albany, N. Y.; West Nottingham Academy, Colora, Md.; Dongal Hall, Staten Island, N. Y.; Utica Country Day School, Utica, N. Y.; Highland Manor, Tarrytown, N. Y.; Ursuline Academy, Wilmington, Del.; Riverside School, New York City; Buck Hill School, Buck Hill Falls, Pa.

The membership formerly held by the West Philadelphia High School for Girls has been renewed under the name of Overbrook High School. The Eastern High School of Washington, D. C. has resigned.

Comparative figures show that, during the past ten years, the membership has increased from 200 institutions in 1916 to 333 at the present time, or a gain of 66.5%. The distribution is as follows:

	1916	1926	% Increase
Colleges and Universities	66	101	53
Normal Schools & Junior Colleges	4	6	50
High Schools	45	60	33.3
Private Schools	83	163	97.6
State Department & Misc.	2	3	50
Total	200	333	66.5

An analysis of these figures shows that the interest in the work of the Association has developed much more conspicuously among the private preparatory schools than among the high schools. There are certain obvious reasons for this condition: Boards of Education frequently do not feel justified in expending the public money for Association memberships and the annual dues must be paid by the principals or members of the teaching staff; and, in some of the states at least, the teachers in the public schools are organized in other associations that make demands upon their time and interest.

If, however, the Association is to fulfil adequately its function of bringing together all types of educational institutions for the discussion of problems that are common to all, its membership should be better proportioned and should include many more of the high schools of the territory. The Executive Committee recommends that the President be authorized to appoint a committee consisting of representatives of each of the states and the District of Columbia to assist the secretary in bringing this matter to the attention of the high schools during the coming year.

At the last annual meeting, the Association authorized a committee on Correlation between the colleges and secondary schools. The retiring president, Dr. Ferry, with the approval of his suc-

cessor, named the following to membership on the committee: Professor William O. Allen, Lafayette College, Chairman; Professor Adam Leroy Jones, Columbia University; and Superintendent Herbert Dutch, Glen Ridge. The Chairman was empowered to add to the committee and appointed Headmaster Wilson Farrand, Newark Academy, and Superintendent L. F. Hodge, Yonkers, N. Y. The committee organized under the name of the Committee on College-High School Cooperation.

By virtue of its constituent membership in the American Council on Education, the Association is entitled to three representatives at its meetings. The Executive Committee elected the following, who have consented to serve: Dr. Thomas Sidwell, Friends' School, Washington, D. C.; Principal Lucy L. W. Wilson, South Philadelphia High School for Girls; and Principal Ralph E. Files, East Orange High School.

An appropriation of \$150.00 has been authorized for the work of the Committee on Research in Secondary Education in Washington, similar contributions having been made by other educational associations represented on the Committee.

Consideration was given to an invitation from the Personnel Research Federation inviting the Association to take out constituent membership. It was voted to postpone action pending the receipt of information as to the possible relationship between the Association and the Research Federation, and pending further consideration of the probable financial demands upon the treasury during the coming year.

It seemed wise to the Committee to continue the policy of retiring the senior representative on the College Entrance Examination Board, thus affording one additional school each year the opportunity of coming into close contact with the workings of the Board. It was consequently voted to substitute the name of Headmaster Mather Abbott, Lawrenceville School, for that of Headmaster Richard M. Gummere, with an expression of appreciation of Dr. Gummere's faithful and valuable service as a member of the Board and its important committees.

The matter which gave your Committee cause for deepest thought this year is the work of the Commission on Secondary Schools, which has been without a chairman for over a year and thus unable to proceed. After considering many names, the Com-

mittee has offered the chairmanship to Professor E. D. Grizzell, of the School of Education, University of Pennsylvania, and has received a provisional acceptance from him. No definite plans for financing the work of the Commission have yet been devised and it is recommended that the matter be left to next year's Executive Committee, after consultation with the new chairman, the committee being empowered to appropriate such a sum as may seem necessary to carry on the work during the coming year.

The Committee further recommends that, in order to represent more adequately different educational points of view, the Commission be increased in size by the appointment, by the Chair, of three additional members, one to serve for one year, one for two years, and one for three years.

GEORGE WM. McCLELLAND, *Secretary*.

November 29, 1926.

On motion, duly seconded, the report was received and the different recommendations adopted.

REPORT OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

The Commission begs to report that since the last meeting of the Association it has added to the approved list of colleges the following:

In April, 1926, Albright College, Myerstown, Pa.

In Nov., 1926, College of the Sacred Heart, New York City.

At its meeting last year the Association referred to the Commission for consideration and report the question of whether the Commission should undertake to classify engineering schools within the territory of the Association. The Committee has given the matter its best attention, and it has communicated with each of the member institutions which maintain engineering schools, requesting them to reply to two questions; first, whether they would approve the proposal that there be an approved list of engineering schools, and second, whether they would approve a proposal that the Association enter upon the classification of other types of technological institutions.

With one exception the institutions replying to the questions approved the proposal that there be an approved list of engineering schools, and, with one exception, they disapproved of the suggestion that there be approved lists of other types of technological institutions. In view of these replies and of the strong desire on the part of certain member institutions for such an approved list, the Commission would offer the following resolution:

Resolved, that the Commission on Institutions of Higher Education be directed to prepare a list of approved engineering schools within the territory of the Association.

In its consideration of the data submitted by colleges applying for inclusion in the approved list of the Association, the Commission has found reason to believe that a careful inquiry into two different matters would be of interest to members of the Association. The first of these is the evaluation of credentials presented by students entering college with advanced standing. There are from time to time indications that institutions whose own work is thoroughly sound exercise somewhat dangerous generosity in the evaluation of credits presented by candidates for

admission to advanced standing, particularly when candidates come from colleges which are not upon the approved list, or from normal schools.

The second of these questions is the question of the extent to which in colleges within the territory of the Association it is possible for a student to earn a Bachelor's degree by means of distinctly elementary courses. In our statement of the standards it is provided that the character of the curriculum shall be one of the matters taken into account in determining whether or not a college may be accepted as an approved college, but just what consideration shall be taken into account in determining the character of the curriculum is not specified. Clearly, a Bachelor's degree which may represent a very large proportion of elementary courses can hardly be regarded as a standard Bachelor's degree. It is the purpose of the Commission, therefore, in the course of the coming year to institute inquiries regarding these matters.

ADAM LEROY JONES, *Chairman.*

After the Chairman had answered some questions put from the floor, the report was accepted and ordered filed.

President Matheson, Drexel Institute, requested that the accrediting of engineering colleges proceed as rapidly as possible. As other regional associations have already listed engineering institutions, it is a matter of equity that engineering institutions within this territory that can meet the standard be no longer discriminated against.

REPORTS OF THE COMMITTEE ON COLLEGE AND SECONDARY SCHOOL CORRELATION

I

First Report

Your Committee on College High School Co-operation has held three meetings during the year and has made a diligent study of the special problems of college admission that are developing because of the rise of the junior high school.

We submit as a report of progress some of the principles that we think should govern procedure and some of the difficulties that make this matter a real problem.

PRINCIPLES

First: We believe in the junior high school movement as a sound and progressive reform in American education, that at its best, promises better prepared candidates for college admission at the end of the senior high school course than was possible under the old eight-four plan.

We recognize that a reorganization that has been based on so much scientific and practical educational reflection and has been approved so widely by both educator and intelligent citizens, must have in it real merit and promise for the future. Although the junior high school reform had its beginning so recently as 1910, we find that there are now 317 junior high schools in the Middle States and Maryland, enrolling somewhat more than one hundred and twenty-five thousand pupils and both the number of schools and the number of pupils are still increasing rapidly. This indicates that the junior high school is here to stay and higher secondary schools and colleges must needs adjust to this new situation.

II

RECOMMENDATIONS

In view of this situation your committee recommends the following action:

I. *Resolved:* that this Association recommend to its member colleges that the Administration and Entrance Board of each shall give immediate and earnest consideration to possible plans of modifying admission procedure in a way that will adjust its particular entrance requirements to the new situation created by the development of junior high schools. In particular this Association would call attention to three possible lines of procedure as hereinafter defined: namely,

1. The Alternative Twelve Unit Plan of Admission.
2. The Certification of Previous Work Plan.
3. The new plan of admission as proposed by the Joint Committee Representing The New England Colleges and Public High Schools on College Entrance

Requirements of the New England Association of Colleges and Secondary Schools.

DEFINITION OF PLANS.

First: The Twelve Unit Plan.

Your committee is unalterably opposed to any form of the twelve unit plan that will in any way lower present established standards of college admission, but it believes that a twelve unit plan can be so organized and administered that it will involve no lowering of standards. We recognize that the twelve unit plan will create new administrative difficulties in the admission offices of the colleges but such difficulties can be overcome if the college is persuaded that the gains to pupils and to secondary schools are sufficient to warrant the additional burden. To insure an equivalence of subject-matter mastery and the maintenance of present standards of college admission, we hold that it is necessary to enforce the following items of policy:

1. That each of the twelve units certified must represent one quarter of the work done in one of the last three years of the secondary school course. (10th, 11th and 12th grades.)

2. That each of the three units remitted under the twelve unit plan but required under the fifteen unit plan shall be first units in subjects continued in the higher school. The colleges shall accept the successful completion of a second year in a subject as sufficient evidence that the first year's work has been properly done in the junior high school.

3. That the certificate for twelve units shall fully cover the subject-matter of the most advanced unit in each subject listed among prescribed units for admission under the standard fifteen unit plan of admission.

Second: The Certification of Previous Work Plan.

This plan assumes that a certifying school is responsible for the initial classification of entering pupils and for the stage of subject-matter mastery represented by the units certificated; also that the successful completion of a second unit

in any subject is sufficient evidence that the previous unit of work has been properly done.

It is, therefore, proposed that fifteen units remain the standard requirement for college admission with the understanding that the certifying officer may and will certify to two units when the second unit in the subject has been taken in his school and fully meets certificate requirement although said officer has no formal certification of the unit from the junior high school in which the first unit of work was done.

Third: The New England Plan.

This plan goes beyond questions of certification and takes up questions of policy in establishing the entrance requirements of a college.

For full information we would refer you to the published report of the Committee of which Dean Otis E. Randall, of Brown University, Providence, Rhode Island, is chairman.

Koos.

170-180 Junior Colleges in '22.

Estimate 250-300 in '26, $\frac{1}{2}$ private, $\frac{1}{2}$ public.

Average, 72 colleges, 13 students per teacher.

2. *Resolved:* That it is the sentiment of this body that the Junior High School should articulate with the Elementary School below and the Senior High School above and that the program of no one of these schools should be arbitrarily determined by the school above.

3. We believe that it is inexpedient and would be detrimental to the best interests of junior high schools and of senior high schools and colleges to institute a system of certification of units of work for college admission from the junior high school.

4. Your committee is unanimously and emphatically opposed to any revision of methods of college admission that would in any way lower the present approved standards for college admission.

5. Your committee finds the problem of maintaining present standards and at the same time freeing junior high

schools from restrictions in the case of pupils destined for college admission, a difficult problem and one that the committee has not been able to fully solve. We hold that both effective educational procedure and the maintenance of college standards demand that all candidates for admission to a given college curriculum shall have attained to the same or an equivalent stage of subject-matter mastery. We have been unable to discover a way in which this demand can be met without taking into account school work that has been done below the 10th grade.

PROFESSOR WM. C. ALLEN, Lafayette College,
Chairman.

In reply to questions from the floor, Professor Allen made clear the following points:

1. That the Committee, if continued, planned to circularize and correspond with the colleges holding membership in the Association during the coming year.

2. That the Committee was unanimous in the opinion that the main burden of college preparation must rest with the senior high school and that the burden of certification must rest with the last school which prepared the candidate for college.

Upon motion the Committee was continued with authority to continue its studies, with the co-operation of college administrations and boards of admission.

Second Report.

Your committee recommends the following action:

Resolved: That this Association continue its study of means of improving college-high school co-operation through appropriate committees and that said committees consider such problems as:

1. Standards for accredited public high schools in so far as they may be preparing candidates for admission to college.

2. The possibility of establishing a classified list of accredited high schools that are members of this Association.

3. The possibility of establishing an office of record that will secure and furnish on request information as to the scholastic success of all students from a given secondary school that may have entered various colleges.

4. The possibility of standardizing procedure and forms in applications for admission to college.

PROFESSOR WILLIAM ALLEN, *Chairman.*

This second report was, upon motion, referred to the Executive Committee for consideration.

REPORT OF A COMMITTEE ON COLLEGE CREDIT
FOR COURSES IN SOCIAL SCIENCE OF THE
ASSOCIATION OF HISTORY TEACHERS OF
THE MIDDLE STATES AND MARYLAND

[Presented by Professor William E. Lingelbach, University of
Pennsylvania]

In recent years educators the country over have been giving more and more attention to the social sciences in our secondary schools. Everywhere there has been an increasing demand for the introduction of courses which would train for citizenship and social-mindedness. In response to this demand courses (usually one-half year) in Economics, Civics and Sociology have been made part of the curriculum of many of our high schools. Of even greater significance is the fact that general courses in social science, such as Community Civics, Problems of Democracy, etc., have been added and, in some cases have, like the specialized courses, been made mandatory. While it is not the purpose of your Committee to discuss the relative merits of the general course and the specialized courses in each of the social sciences, it would, nevertheless, call to your attention the facts stressed by the Committee on Social Studies: First, that it is impracticable to include in the high school program a comprehensive course in each of the social sciences; and, secondly, that "it is unjust to the pupil that his knowledge of social facts and laws should be limited to the field of any one of them however important that one may be." In the opinion of the Committee "it is far less important that the adolescent youth should acquire a comprehensive knowledge of any or all of the social sciences than it is that he should be given

experience and practice in the observation of social phenomena as he encounters them; that he should be brought to understand that every social problem is many-sided and complex; and that he should acquire the habit of forming social judgments only on the basis of dispassionate consideration of all the facts available."

But quite irrespective of whether the social science course is a general course or one along more specialized lines, students who contemplate entrance to college are handicapped by the fact that at present the vast majority of colleges do not recognize the social science courses above mentioned even as free electives for college entrance. This attitude on the part of the colleges is due in part to tradition, but more especially to the fact that the courses differ so much among themselves. Before including a new subject in the list of entrance subjects there must be some agreement as to what it is. Some colleges accept nothing without examination. Most others require examination in case the candidate's record is not high. In either case definition of the subject is necessary, and in any case a college should not be expected to accept the name of a new subject of study without knowing what the name represents.

To remedy the difficulty faced by both the secondary school and the college, your Committee begs to submit the following for your consideration:

That this Association recommend that college authorities allow one unit of credit for any one of the following combinations:

- A. Modern Problems including Economics, Government and Sociology.
- B. Economics and Government (Civics).
- C. Economics and Sociology.
- D. Government and Sociology.

Each combination presupposes a full year of study in a secondary school, five periods per week, or the equivalent of such a year of study. This year of study may have been divided between any two or three of the subjects mentioned above, or it may have been given to a full year course such as is sometimes designated "Problems of Democracy," "Problems of Citizenship," "Social Sciences," etc.

SUBJECT MATTER

In preparing the list of topics below we have kept in mind the need for flexibility and in consequence we have usually included a wider range of topics than would be covered in most courses. But we wish to recognize explicitly that even the included range may not be sufficient. It is meant only to be suggestive. College entrance requirements ought not to dominate secondary school work in any of its parts, but they ought to be framed with especial care to avoid the prevention of progress in the teaching of social science. It is hoped that this attitude is sufficiently reflected in the suggestions that are made below.

I. *ECONOMICS*. For those offering a combination including *Economics* the preparation should cover the study of such topics as the following as presented in standard textbooks for high schools. Other topics might be included and some of these might be omitted.

1.

1. The choice of goods.
2. The different ways of using goods.
3. Family and other budgets as the means of bettering use of goods.

2.

4. Physical science and the production of goods. Natural Resources.
5. Human organization for production.
6. The problems consequent on our method of human grouping in industry.
7. The forms of business ownership.
8. The technique of factory production.
9. The technique of farm production.
10. The problems of marketing in general.
11. The difficulties of co-ordinating and controlling productive factors.
12. Economic prosperity and depression.
13. Shifting levels of prices and their control.
14. Economic value and the determination of price.
15. The financial institutions of society and their control.

16. Problems consequent on the concentration and urbanization of industry.
17. The machine technique and its human effects.
18. Survey of resources and their probable future.
19. Extent of our domestic and foreign trade and some of the more important problems involved.

3.

20. The national income.
21. The manner of its apportionment.
22. The study of wages, profits, interest and rent.
23. Poverty and comfort; their extent and modificability.

4.

24. Schemes that have been advanced for economic reorganization.
25. The proposals made by the socialists, the guild socialists and the syndicalists.

II. *GOVERNMENT*. The teaching of the material under the head *Government* (Civics, Politics) may be approached from many different angles and with varying emphasis upon local *vs.* central government and upon governmental structure *vs.* functions. Such topics as the following (treated in the detail given in standard texts for high schools) illustrate the nature of the material involved, although not the manner of its treatment.

1. Why government exists; its part in social organization.
2. The framework of American government, (national, state and local), including such essential features as the following: written constitutions; the federal system of national and state powers; the powers of local governments—cities, counties, villages; the “separation of powers” and the scheme of a popularly-elected chief executive (president, governor, mayor), in contrast to Parliamentary government and also in contrast to the “commission” and “city manager” types of organization; the power of the courts to declare laws unconstitutional.
3. The individual citizen’s contact with the framework of government; suffrage, including naturalization; the “long” and “short” ballot ideas of popular control.

4. Political parties, including their year-in-and-year-out organization (national and local), and their methods in nominations (conventions and direct primary), propaganda and elections.
5. The characteristic methods of making laws in the United States, by Congress and State legislatures, including the committee system; steps in the enactment of bills; the powers of the president and governor over bills; the initiative and referendum as supplementary methods.
6. Administrative problems, common to all units of government; organization of departments, including the movement for departmental reorganization and consolidation in national and state governments; the civil service, including the spoils system and the merit system.
7. Finance, including problems of just and practicable taxation, and also of wise and foolish economy, with attention to the idea of a budget.
8. Justice and order, including contrasts between procedure in criminal law and the steps in the enforcement of the criminal law (police, prosecuting officers, courts, jails).
9. Activities in behalf of human welfare, such as education, health, public recreational facilities, relief of poverty and dependency.
11. American foreign affairs, including the way war is declared, the way treaties are made, the distinction between the diplomatic service and the consular service, and the administration of territories and dependencies.
12. International government, including the numerous administrative conferences and agreements, as well as the League of Nations and the World Court.

III. *SOCIOLOGY*. The preparation in *Sociology* should include the study of such subjects as the following as presented in standard textbooks for high schools. Owing to the limitations of most high school texts in this field it is not expected that students will have studied all the topics listed below.

1. The general nature of society and of social behavior.
2. The origin and development of social organizations and of social institutions.

3. The make-up and organization of the social population.
4. Population growth, density and migration.
5. Problems of race and race problems.
6. Human nature in relation to folkways, customs.
7. Group solidarity, social pressure, taboo and sanction.
8. Group control through mores, institutions, co-operation and government.
9. Problems of democracy and of social self-control.
10. Problems of social welfare.
11. Eugenics, education, the development of the social personality.

HARRY J. CARMAN, *Chairman.*

Dated, May 7, 1926.

STANDARDS FOR THE TEACHING OF THE SOCIAL STUDIES IN HIGH SCHOOLS

Adopted by the National Council for Social Studies,
February, 1925

1. The social studies including history, economics, sociology and government, if offered, are organized in one department unless the school is so large that separate departments are required for one or more of these studies.
2. The minimum preparation of any teacher of history, economics, sociology or government in subject matter, shall be 30% of the total requirements for the Bachelor's degree in the four subjects of history, economics, sociology and government; of which at least 15% of the total requirements shall be in the selected major study, and the other 15% in the other three, with a minimum of 5% in history.

Note: translated into credit hours, this standard means that if 120 hours are required for the Bachelor's degree, a minimum of 36 credit hours in the social studies is required; of these, 18 hours must be the selected major, and 18 hours in the three other social studies, with a minimum of 6 credit hours in history.

3. The minimum preparation of any teacher of history, economics, sociology or government in Education, shall be 10% of the total requirements for the Bachelor's degree in educational subjects; and these subjects shall include general and special high school method, and practice teaching.

Note: translated into credit hours, this standard means that if 120 hours are required for the bachelor's degree, 12 hours of Education is required.

RESOLUTIONS

Resolved: That this organization goes on record as opposed to the so-called "Blanket" teaching certificate, which permits its holder to teach any high school subject, and favors the group certificate. It favors the inclusion of history, economics, geography, sociology and government in the social studies certificate given.

The Committee on Teacher Training of the Middle States and Maryland offers the following recommendations to the

Council and if approved by them their adoption by the Association:

1. Approval of item 1 of the resolutions adopted by the National Council for Social Studies.
2. Approval of items 2 and 3 as desirable standards for the guidance of teacher training institutions.
3. Hearty approval of the resolution opposing the blanket certificate.
4. Recommendation to state licensing authorities that they adopt the following requirements as a step toward the desirable standards set forth above: After September, 1928, no teacher shall be granted a license to teach the social studies who has not completed in college 24 credit hours in subject matter in the social studies. After September, 1930, the requirements shall be 30 credit hours.

DR. EDGAR DAWSON,
Hunter College,
New York City.

DR. J. LYNN BERNARD,
State Education Dept.,
Harrisburg, Pa.

Signed:

MISS FLORENCE E. STRYKER,
State Normal School,
Upper Montclair, N. J.

MR. E. CLARKE FONTAINE,
State Education Dept.,
Baltimore, Maryland.

EDWARD P. SMITH,
State Education Dept.,
Albany, N. Y.

Upon motion, all the recommendations presented by Dr. Lingelbach, in behalf of the Association of History Teachers were referred to the Committee on College and Secondary School Correlation.

The report of the Committee on Nominations was presented by the chairman.

LIST OF MEMBERS, 1926-1927*

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Academy of the New Church...	Bryn Athyn, Pa.....	N. D. Pendleton, D. D.
Adelphi Academy.....	Brooklyn, N. Y.....	Eugene Chas. Alder
Adelphi College.....	Brooklyn, N. Y.....	Frank D. Blodgett, LL.D.
Agnes Irwin School.....	Philadelphia (2011 Delancey Place).....	Josephine A. Natt
Albany Academy.....	Albany, N. Y.....	Islay F. McCormick, Ph.D.
Albany Academy for Girls.....	Albany, N. Y.....	Edna F. Lake
Albright College.....	Myerstown, Pa.....	C. A. Bowman, D. D.
Alcuin Preparatory School.....	New York City (11½ West 86th St.).....	Grace H. Kupfer and Blanche Hirsch
Alfred University.....	Alfred, N. Y.....	Boothe C. Davis, Ph.D.
Allegheny College.....	Meadville, Pa.....	James Albert Beebe, D. D.
Allentown Preparatory School...	Allentown, Pa.....	Frank G. Sigman
American University.....	Washington, D. C.....	Lucius C. Clark, S. T. B.
Aquinas Institute.....	Rochester, N. Y.....	Joseph E. Grady
Armstrong Technical High School	Washington, D. C.....	G. Davis Huston
Arnold School.....	Pittsburgh, Pa.....	Charles W. Wilder
Baldwin School.....	Bryn Mawr, Pa.....	Elizabeth F. Johnson
Baltimore City College.....	Baltimore, Md.....	Frank R. Blake, Ph.D.
Baltimore Polytechnic Institute	Baltimore, Md.....	Wilmer A. DeHuff
Barnard School for Boys.....	New York City.....	William Livingston Hazen
Barnard School for Girls.....	New York City (421 West 148th St.).....	William Livingston Hazen
Barringer High School.....	Newark, N. J.....	Wayland E. Stearns
Battin High School.....	Elizabeth, N. J.....	Ira T. Chapman
(Miss) Beard's School.....	Orange, N. J.....	Lucie Beard
Bennett School.....	Millbrook, N. Y.....	Courtney Carroll
Berkeley Institute.....	Brooklyn, N. Y.....	Ina Clayton Atwood
Berkeley Irving School.....	New York City (309 West 83d St.).....	Louis Dwight Ray, Ph.D.
Bernardsville High School.....	Bernardsville, N. J.....	D. Fred Aungst
Birmingham School for Girls...	Birmingham, Pa.....	A. R. Grier
Blair Academy.....	Blairtown, Pa.....	John C. Sharpe
Blue Ridge College.....	New Windsor, Md.....	J. M. Henry
Bordentown Military Academy	Bordentown, N. J.....	Col. Thompson D. Landon
Bound Brook High School.....	Bound Brook, N. J.....	G. Harvey Nicholls
Boys' High School.....	Brooklyn, N. Y.....	Eugene A. Colligan
Boys' High School.....	Reading, Pa.....	J. H. Eisenhauer
Brearley School.....	New York City (60 East 61st St.).....	Ann Dunn
Brooklyn College Preparatory School.....	Brooklyn, N. Y.....	Rev. John M. Jacobs, S. J.
Brooklyn Heights Seminary.....	Brooklyn, N. Y.....	Florence Greer
Bryn Mawr College.....	Bryn Mawr, Pa.....	Marion E. Park, Ph.D.
Bryn Mawr School for Girls.....	Baltimore, Md.....	Amy Kelly
Buck Hill School.....	Buck Hill Falls, Pa.....	Alta B. Chase
Bucknell University.....	Lewisburg, Pa.....	Emory W. Hunt, D. D.
Buffalo Seminary.....	Buffalo, N. Y.....	L. Gertrude Angell
Bushwick High School.....	Brooklyn, N. Y. (400 Irving Ave.).....	Milo F. McDonald, Ph.D.
Calhoun School.....	New York City (309 West 92nd St.).....	Mary E. Calhoun
Camden High School.....	Camden, N. J.....	Clara S. Burrough
Canisius College.....	Buffalo, N. Y.....	Rev. Peter Cusick, S. J.
Carteret Academy.....	Orange, N. J.....	Charles A. Mead
Castle (The).....	Tarrytown, N. Y.....	C. E. Mason

*Members are requested to send the Secretary notice of any changes to be made in this list. The only degrees printed are those of the doctorate, in order to insure correct addressing.

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Cathedral School of St. Mary...	Garden City, L.I., N.Y.	Miriam A. Bytel
Catholic University of America...	Washington, D. C.	Rev. Thomas J. Shahan, D.D.
Centenary Collegiate Institute...	Hackettstown, N. J.	Robert J. Trevorow, D.D.
Central High School...	Philadelphia, Pa.	John L. Haney, Ph.D.
Central High School...	Washington, D. C.	Alvin W. Miller
(Miss) Chandor's School...	New York City (137 E. 62nd St.)	Valentine Chandor
(Miss) Chapin's School...	New York City (32 E. 57th St.)	M. C. Fairfax
Cheltenham High School...	Elkins Park, Pa.	I. R. Kravbill
Chester High School...	Chester, Pa.	George W. Pedlow
Chestnut Hill Academy...	Philadelphia, Pa.	T. R. Hyde
Coatesville High School...	Coatesville, Pa.	D. Edward Atwell
Colgate University...	Hamilton, N. Y.	Elmer Burritt Bryan, LL.D.
College of the City of New York...	New York City	Sydney Edward Mezes, Ph.D.
College of the Sacred Heart...	New York City	Charlotte Lewis
College of Mount Saint Vincent...	New York City	Sister Josephine Rossaire
College of New Rochelle...	New Rochelle, N. Y.	Rev. Mother Ignatius
College of Saint Elizabeth...	Convent, N. J.	Sister Marie Jose Byrne
Collegiate School...	New York City (241 W. 77th St.)	Arthur F. Warren
Colonial School for Girls...	Washington, D. C.	Jessie Truman
Columbia Grammar School...	New York City (5-7-9 W. 93d St.)	Frederic Arlington Alden
Columbia High School...	South Orange, N. J.	J. H. Bosshart
Columbia University...	New York City	Nicholas Murray Butler, LL.D.
Cornell University...	Ithaca, N. Y.	Livingston Farrand, L.H.D., LL.D.
Crafton High School...	Crafton, Pa.	W. D. Moser
Darlington Seminary...	West Chester, Pa.	John H. Bell
Dearborn-Morgan School...	Orange, N. J.	George Leroy Shelley
DeWitt Clinton High School...	New York City (59th St. and 10th Ave.)	Francis H. J. Paul, Ph.D.
Dickinson College...	Carlisle, Pa.	James H. Morgan, Ph.D.
Dickinson Seminary...	Williamsport, Pa.	John W. Long, D.D.
Donaldson School...	Ilchester, Md.	T. N. Denslow
Dongan Hall...	Dongan Hills, N. Y.	Emma B. Turnbach
(Mrs.) Dow's School...	Briarcliff Manor, N. Y.	Margaret Bell Merrill
Drew Seminary...	Carmel, N. Y.	Herbert E. Wright, D.D.
Drexel Institute...	Philadelphia, Pa.	Kenneth G. Matheson, LL.D.
Dunbar High School...	Washington, D. C.	Walter L. Smith
D'Youville College...	Buffalo, N. Y.	Mother Saint Verecunda
East High School...	Rochester, N. Y.	William Betz
Eastern District High School...	Brooklyn, N. Y.	William T. Vlymen, Ph.D.
Eastern High School...	Baltimore, Md.	E. J. Becker
(Misses) Eastman's School...	Washington, D. C.	Annie Henderson Eastman
Eastside High School...	Paterson, N. J.	Francis R. North
Easton High School...	Easton, Pa.	Elton E. Stone
East Orange High School...	East Orange, N. J.	Ralph E. Files
Elizabethtown College...	Elizabethtown, Pa.	Henry Kulp Ober
Elmira College...	Elmira, N. Y.	Frederick Lent
Emerson Institute...	Washington, D. C.	W. H. Randolph
Emma Willard School...	Troy, N. Y.	Eliza Kellas, Ph.D.
Englewood High School...	Englewood, N. J.	George W. Paulsen
Episcopal Academy...	Overbrook, Pa.	Greville Haslam
Erasmus Hall High School...	Brooklyn, N. Y.	J. Herbert Low
Ethical Culture School...	New York City (Central Park West & 63d St.)	Franklin C. Lewis
Evander Childs High School...	New York City (120 E. 184th St.)	Henry I. Norr
Franklin and Marshall Academy...	Lancaster, Pa.	E. M. Hartman, Ph.D.
Fairmont School...	Washington, D. C.	Edward L. Montgomery
Fordham University...	New York City	Rev. William J. Duane, S.J.

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Franklin and Marshall College..	Lancaster, Pa.....	Henry Harbaugh Apple, D.D.
Franklin School.....	New York City (18-20 West 89th St.).....	Friedrich Otto Koenig, J.U.D.
Friends' Central School.....	Philadelphia, Pa.....	Barclay L. Jones
Friends' School.....	Baltimore, Md.....	Edward C. Wilson
Friends' School.....	Brooklyn, N. Y.....	Guy W. Chipman
Friends' School.....	Wilmington, Del.....	Charles W. Bush
Friends' Select School.....	Philadelphia, Pa.....	Walter W. Haviland
Friends' Seminary.....	New York City (226 E. 16th St.).....	Henry Lee Messner
Gallaudet College.....	Washington, D. C.....	Percival Hall
Garrison Forest School.....	Garrison, Md.....	Mary M. Livingston
Geneva College.....	Beaver Falls, Pa.....	McLeod M. Pearce, D.D.
George School.....	George School, Pa.....	George A. Walton
Georgetown College.....	Washington, D. C.....	
Georgetown College Preparatory School.....	Garrett Park, Md.....	Thomas A. Emmet, S. J.
George Washington University..	Washington, D. C.....	William Mather Lewis, LL.D.
Georgian Court College.....	Lakewood, N. J.....	Mother M. Cecelia Scully
Germantown Academy.....	Philadelphia, Pa.....	Samuel E. Osbourn
Germantown Friends' School...	Philadelphia, Pa.....	Stanley R. Yarnall
Germantown High School.....	Philadelphia, Pa.....	Leslie B. Seely
Gettysburg Academy.....	Gettysburg, Pa.....	Rev. Charles H. Huber
Gettysburg College.....	Gettysburg, Pa.....	Henry W. A. Hanson, D.D.
Gilman Country School.....	Roland Park, Md.....	L. Wardlaw Miles
Girard College.....	Philadelphia, Pa.....	Cheesman A. Herrick, Ph.D.
Girls' High School.....	Brooklyn, N. Y.....	William L. Felter, Ph.D.
Glen Ridge High School.....	Glen Ridge, N. J.....	Herbert A. Dutch
Goucher College.....	Baltimore, Md.....	William Wesley Guth, Ph.D.
Grove City College.....	Grove City, Pa.....	Weir C. Ketler, LL.D.
Gunston Hall.....	Washington, D. C.....	Mary L. Gildersleeve and Mary B. Kerr
Hackley School.....	Tarrytown, N. Y.....	Walter B. Gage
Halsted School.....	Yonkers, N. Y.....	Marjorie Hiscox
Hamilton College.....	Clinton, N. Y.....	Frederick C. Ferry, Ph.D.
Harley School.....	Rochester, N. Y.....	Louise M. Sumner
Harrisburg Academy.....	Harrisburg, Pa.....	Arthur E. Brown
Haverford College.....	Haverford, Pa.....	William W. Comfort, Ph.D.
Haverford School.....	Haverford, Pa.....	E. M. Wilson
(Misses) Hebb's School.....	Wilmington, Del.....	Lillie James
Highland Hall.....	Hollidaysburg, Pa.....	Maud Woy
Highland Manor.....	Tarrytown, N. Y.....	Eugene H. Lehman
Hill School.....	Pottstown, Pa.....	F. Boyd Edwards, D.D.
Hobart College.....	Geneva, N. Y.....	Rev. Murray Bartlett, LL.D.
Holman School for Girls.....	Ardmore, Pa.....	Elizabeth Williams Braley
Holton Arms School.....	Washington, D. C.....	Jessie M. Holton (Mrs.)
Hood College.....	Frederick, Md.....	Joseph H. Apple, Ph.D.
Horace Mann School for Boys..	New York City (West 246th St.).....	Charles C. Tillinghast
Horace Mann School.....	New York City (120th St. and Broadway)...	Henry C. Pearson
Howard University.....	Washington, D. C.....	Mordecai W. Johnson, D.D.
Hunter College of the City of New York.....	New York City.....	George S. Davis, LL.D.
Immaculata Seminary.....	Washington, D. C.....	Sister Superior
Institute of Holy Angels.....	West Fort Lees, N. J.....	Sister Mary Theophista
Irving School.....	Tarrytown, N. Y.....	J. M. Furman
John Harris High School.....	Harrisburg, Pa.....	Walter E. Severance
Johns Hopkins University.....	Baltimore, Md.....	Frank J. Goodnow, LL.D.
Juniata College.....	Huntingdon, Pa.....	Martin G. Brumbaugh, Ph.D.

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Kensington High School for Girls	Philadelphia, Pa.....	Beulah Fenimore
Kent Place School.....	Summit, N. J.....	Harriet Carned Hunt
Keuka College.....	Keuka Park, N. Y.....	A. H. Norton, Ph.D.
Kiskiminetas Springs School.....	Saltsburg, Pa.....	Andrew W. Wilson
Lafayette College.....	Easton, Pa.....	John Henry MacCracken, Ph.D.
LaSalle College.....	Philadelphia, Pa.....	Brother Richard
Lawrenceville School.....	Lawrenceville, N. J.....	Mather A. Abbott, LL.D.
Lebanon Valley College.....	Annaville, Pa.....	G. D. Gossard, D.D.
Lehigh University.....	Bethlehem, Pa.....	C. R. Richards, Ph.D.
LeMaster Institute.....	Asbury Park, N. J.....	Walter P. Steinhäuser, Litt.D.
Liberty High School.....	Bethlehem, Pa.....	James D. Howlett
Lincoln University.....	Lincoln University, Pa.....	Walter Livingston Wright
Linden Hall Seminary.....	Lititz, Pa.....	F. W. Stengle
Lock Haven High School.....	Lock Haven, Pa.....	N. P. Benson
Loyola College.....	Baltimore, Md.....	Rev. Joseph A. McEueany, S.J.
Loyola School.....	New York City (65 East 83d St.).....	Rev. P. F. O'Gorman, S.J.
Mackenzie School.....	Monroe, N. Y.....	Rev. James C. Mackenzie, Ph.D.
(Miss) Madeira's School.....	Washington, D. C.....	Lucy Madeira Wing
Maher Preparatory School.....	Philadelphia, Pa.....	John F. Maher
Manhattan College.....	New York City.....	Brother Thomas, F.S.C.
Manlius School.....	Manlius, N. Y.....	William Verbeck
Manual Training High School..	Brooklyn, N. Y.....	Horace M. Snyder, Ph.D.
Marquand School.....	Brooklyn, N. Y.....	Leonard H. Calvert
Maryland State Normal School.	Towson, Md.....	Lida Lee Tall, LL.D.
Mary Lyon School.....	Swarthmore, Pa.....	Haldy Miller Crist and Frances Leavitt Crist
Marywood College.....	Scranton, Pa.....	Mother M. Casimir
(The) Masters' School.....	Dobbs Ferry, N. Y.....	Mary C. Strong
McBurney School.....	New York City (318 W. 57th St.).....	Thomas Hemenway
McDonogh School.....	McDonogh, Md.....	Major Louis E. Lamborn
Mercersburg Academy.....	Mercersburg, Pa.....	William Mann Irvine, Ph.D.
Millburn High School.....	Millburn, N. J.....	Charles Bartlett Dyke
Milne High School.....	Albany, N. Y.....	John M. Sayles
Mohegan Lake School.....	Mohegan, N. Y.....	Albert E. Linder
Montclair Academy.....	Montclair, N. J.....	Walter D. Head
Montclair High School.....	Montclair, N. J.....	Harold A. Ferguson
Montgomery School.....	Wynnewood, Pa.....	Rev. Gibson Bell
Moorestown Friends' School.....	Moorestown, N. J.....	W. E. Barrett
Moravian College and Theologi- cal Seminary.....	Bethlehem, Pa.....	Albert G. Raw
Moravian Preparatory School...	Bethlehem, Pa.....	Rev. R. H. Brenneck
Moravian Seminary and College for Women.....	Bethlehem, Pa.....	Rev. Edwin J. Heath
Morris High School.....	New York City (Boston Rd. and 166th St.)...	Elmer E. Bogart
Morristown School.....	Morristown, N. J.....	George Hammond Tilghman
Mount St. Agnes College.....	Mt. Washington, Md.....	Sister M. Xavier
Mount St. Joseph Academy.....	Philadelphia, Pa.....	Sister Marie Kostka
Mount St. Joseph College.....	Philadelphia, Pa.....	Sister Marie Kostka
Mount St. Mary's College.....	Emmitsburg, Md.....	B. J. Bradley
Mount Vernon Seminary.....	Washington, D. C.....	Jean D. Cole
Muhlenberg College.....	Allentown, Pa.....	John A. W. Haas, D.D.
Nazareth Hall Military Academy	Nazareth, Pa.....	Rev. A. D. Thaeler
Newark Academy.....	Newark, N. J.....	Wilson Farrand
New Brighton High School.....	New Brighton, Pa.....	Roy M. Wiley
Newcastle School.....	Mount Kisco, N. Y.....	E. B. Hilliard
Newman School.....	Lakewood, N. J.....	C. Edmund Delbos
New York Military Academy.....	Cornwall, N. Y.....	Milton F. Davis
New York University.....	New York City.....	Leonard Ellsworth Brown, Ph.D.
Nichols School.....	Buffalo, N. Y.....	Thurston J. Davies

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Norristown High School	Norristown, Pa.	R. B. Taylor
Northeast High School	Philadelphia, Pa.	George F. Stradling, Ph.D.
Oak Lane Country Day School	Philadelphia, Pa.	Francis M. Froelicher
Ogontz School	Montgomery Co., Pa.	Abbey A. Sutherland
Overbrook High School	Overbrook, Pa.	Parke Schoch
Packer Collegiate Institute	Brooklyn, N. Y.	John H. Denbigh, Ph.D.
Park School	Baltimore, Md.	E. M. Sipple
Passaic High School	Passaic, N. J.	Arthur D. Arnold
Peddle School	Hightstown, N. J.	Roger W. Sweetland
Penn Hall School for Girls	Chambersburg, Pa.	F. T. Magill
Pennington School for Boys	Pennington, N. J.	F. H. Green
Pennsylvania College for Women	Pittsburgh, Pa.	Cora H. Coolidge
Pennsylvania Military College	Chester, Pa.	Col. C. E. Hyatt
Pennsylvania State College	State College, Pa.	Ralph D. Hetzel, LL.D.
Pennsylvania State Department of Public Instruction	Harrisburg, Pa.	Francis Buchman Haas, Ph.D.
Perkiomen Seminary	Pennsburg, Pa.	Rev. O. S. Kriebel
Philadelphia High School for Girls	Philadelphia, Pa.	Jessie E. Allen
Philadelphia Normal School	Philadelphia, Pa.	Edwin W. Adams
Pingry School	Elizabeth, N. J.	C. Bertram Newton
Polytechnic Institute	Brooklyn, N. Y.	Parke Rexford Kolbe
Polytechnic Preparatory Country Day School	Brooklyn, N. Y.	J. D. Allen
Princeton Preparatory School	Princeton, N. J.	J. B. Fine
Princeton University	Princeton, N. J.	John G. Hibben, Ph.D.
Prospect Hill School	Newark, N. J.	Mrs. Wm. S. Lamont
Putnam Hall	Poughkeepsie, N. Y.	Ellen C. Bartlett
Raymond Riordon School	Highland, N. Y.	Earl C. Popp
Ridgefield Park High School	Ridgefield Park, N. J.	A. Ray Palmer.
Riverdale Country School	Riverdale, N. Y.	Frank S. Hackett
Riverside School	New York City (316 West 104th St.)	Pauline W. Sharpe
Roberts-Beach School	Catonsville, Md.	Sarah M. Beach, Ph.D.
Russell Sage College	Troy, N. Y.	Eliza Kellas
Rutgers College	New Brunswick, N. J.	John M. Thomas
Rutgers Preparatory School	New Brunswick, N. J.	William P. Kelly
St. Agatha	New York City (553 W. End Ave.)	Emma G. Sebring
St. Alban's	Mount St. Alban, Wash- ington, D. C.	William H. Church
St. Bonaventure's Seminary and College	St. Bonaventure, N. Y.	Rev. Thomas Plassmann
St. James School	St. James, Md.	A. H. Onderdonk
St. John Baptist School	Ralston, N. J.	Sister Superior
St. John's College	Annapolis, Md.	E. B. Garey
St. John's College	Brooklyn, N. Y.	Rev. John J. Cleenan
St. John's College	Washington, D. C.	B. E. Alfred
St. John's School	Mountain Lakes, N. J.	Theresa L. Wilson
St. Joseph's College	Philadelphia, Pa.	Albert G. Brown, S.J.
St. Lawrence University	Canton, N. Y.	William T. Melchoir
St. Mary's Hall	Burlington, N. J.	Sister Edith Constance
St. Mary's School	Peekskill, N. Y.	Sister Mary Antony
St. Paul's School	Garden City, L.I., N.Y.	Walter R. Marsh
St. Stephen's College	Annandale, N. Y.	Rev. B. I. Bell, Ph.D.
St. Thomas College	Scranton, Pa.	Brother G. Lewis
St. Vincent College	Beatty, Pa.	Rev. Aurelius Stehle
Scarborough School	Scarborough, N. Y.	Arthur H. Sutherland
Schuylkill College	Reading, Pa.	Warren F. Teel
Scoville School	New York City (1006 Fifth Ave.)	Rosa Beverly Chisman, LL.D.

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Seton Hill College.....	Greensburg, Pa.....	Daniel Richard Sullivan, LL.D.
Shady Side Academy.....	Pittsburgh, Pa.....	H. A. Nomer
Shipley School.....	Bryn Mawr, Pa.....	Eleanor O. Brownell and Alice G. Howland
Shippen School.....	Lancaster, Pa.....	Emily R. Underhill
Sidwells' Friends' School.....	Washington, D. C.....	Mr. and Mrs. Thomas W. Sidwell
Skidmore College.....	Saratoga Springs, N. Y.	Charles H. Keyes
Slippery Rock Normal School...	Slippery Rock, Pa.....	J. Linwood Eisenberg
South Philadelphia High School for Girls.....	Philadelphia, Pa.....	Lucy L. W. Wilson
(Miss) Spence's School.....	New York City (30 W. 55th St.).....	Clara B. Spence
Springside School.....	Philadelphia, Pa.....	Mrs. L. P. Chapman
State College for Teachers.....	Albany, N. Y.....	Abram R. Brubacher, Ph.D.
State Normal School.....	Millersville, Pa.....	C. H. Gordinier, Ph.D.
State Normal School.....	West Chester, Pa.....	Andrew Thomas Smith, Ph.D.
Staten Island Academy.....	New Brighton, N. Y.....	John F. Dunne, Ph.D.
Stevens School.....	Philadelphia, Pa.....	Helen L. Church
Stevens School.....	Hoboken, N. J.....	B. F. Carter
Stevens Institute of Technology.	Hoboken, N. J.....	
Stony Brook School.....	Stony Brook, N. Y.....	Frank E. Gaebelein
Storm King School.....	Cornwall, N. Y.....	Alvan E. Duerr
Swarthmore College.....	Swarthmore, Pa.....	Frank Aydelotte, Ph.D.
Swarthmore Preparatory School.	Swarthmore, Pa.....	Edwin R. Robbins
Syracuse University.....	Syracuse, N. Y.....	Charles W. Flint
Technical High School.....	Harrisburg, Pa.....	Charles B. Fager
Temple University.....	Philadelphia, Pa.....	Charles Ezra Beury, Ph.D.
Thiel College.....	Greenville, Pa.....	Carl A. Sundberg
Thurston Preparatory School...	Pittsburgh, Pa.....	Alice M. Thurston
Tome School for Boys.....	Port Deposit, Md.....	Murray Brush, Ph.D.
Tower Hill School.....	Wilmington, Del.....	Burton P. Fowler
Trinity College.....	Washington, D. C.....	Sister Raphael
Trinity School.....	New York City (147 W. 91st St.).....	Lawrence T. Cole, D.D.
Union College.....	Schenectady, N. Y.....	Charles Alexander Richmond
University of Buffalo.....	Buffalo, N. Y.....	Samuel P. Capen, Ph.D.
University of Delaware.....	Newark, Del.....	Walter Hullihen, Ph.D.
University of Maryland.....	College Park, Md.....	A. F. Woods
University of Pennsylvania.....	Philadelphia, Pa.....	Josiah H. Penniman, Ph.D.
University of Pittsburgh.....	Pittsburgh, Pa.....	Samuel Black McCormick, D.D.
University of Rochester.....	Rochester, N. Y.....	Rush Rhees, LL.D.
University of the State of New York.....	Albany, N. Y.....	Frank P. Graves
Upper Darby High School.....	Upper Darby, Pa.....	J. H. Tyson
Upsala College.....	East Orange, N. J.....	Rev. Carl G. Erickson, Ph.D.
Ursinus College.....	Collegeville, Pa.....	George L. Omwake, Ph.D.
Ursuline Academy.....	Wilmington, Del.....	Mother M. Olympios
Utica Country Day School.....	Utica, N. Y.....	Frank R. Page
Vail-Deane School.....	Elizabeth, N. J.....	Laura A. Vail
Vassar College.....	Poughkeepsie, N. Y.....	Henry Noble MacCracken, Ph.D.
Verona High School.....	Verona, N. J.....	Harold A. Crane
Villa Maria College.....	Immaculata, Pa.....	Sister M. Cosmas
Villanova College.....	Villanova, Pa.....	Joseph A. Hickey, D.D.
Wadleigh High School.....	New York City (114th St. and 7th Ave.).....	Stuart H. Rowe
Washington and Jefferson College	Washington, Pa.....	S. S. Baker
Washington College.....	Chestertown, Md.....	Paul E. Titsworth
Waynesburg College.....	Waynesburg, Pa.....	Paul R. Stewart
Marjorie Webster School.....	Washington, D. C.....	Marjorie F. Webster
Wells College.....	Aurora, N. Y.....	Kerr D. MacMillan, Ph.D.
Wesley Collegiate Institute.....	Dover, Del.....	Rev. Henry G. Budd
West Chester High School.....	West Chester, Pa.....	R. W. Reckard

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Western High School.....	Baltimore, Md.....	Ernest J. Becker, Ph.D.
Western High School.....	Washington, D. C.....	Elmer S. Newton
Western Maryland College.....	Westminster, Md.....	Rev. A. N. Ward
Westminster College.....	New Wilmington, Pa....	W. Charles Wallace, D.D.
West Nottingham Academy....	Colora, Md.....	J. Paul Slaybaugh
West Orange High School.....	West Orange, N. J.....	Frederick W. Reimherr
West Philadelphia High School	Philadelphia, Pa.....	C. C. Heyl
West Pittston High School....	West Pittston, Pa.....	R. J. W. Templin
Westtown School.....	Westtown, Pa.....	James F. Walker
Westwood High School.....	Westwood, N. J.....	Richard E. Taylor
Wilkes-Barre High School....	Wilkes-Barre, Pa.....	J. P. Breidinger
William Penn Charter School..	Philadelphia, Pa.....	Richard M. Gummere, Ph.D.
William Penn High School for Girls.....	Philadelphia, Pa.....	William F. Gray
Wilmington High School.....	Wilmington, Del.....	M. Channing Wagner
Wilson College.....	Chambersburg, Pa.....	Ethelbert D. Warfield, LL.D.
Women's College of Delaware..	Newark, Del.....	Winifred J. Robinson
Woodbury High School.....	Woodbury, N. J.....	H. M. Taxis
Woodmere Academy.....	Woodmere, N. Y.....	Winston B. Stephens
Wyoming Seminary.....	Kingston, Pa.....	L. L. Sprague, D.D.
York Collegiate Institute.....	York, Pa.....	Charles H. Ehrenfeld
Board of Education of the Meth- odist Episcopal Church.....	New York City.....	J. P. MacMillan

DELEGATES REGISTERED, 1926

- ACADEMY OF THE HOLY CHILD, *Philadelphia, Pa.*, Mother Mary Cornelia, Principal.
- ACADEMY OF THE NEW CHURCH, *Bryn Athyn, Pa.*, Reginald W. Brown.
- ALBANY ACADEMY, *Albany, New York*, Islay F. McCormick, Headmaster.
- ALBRIGHT COLLEGE, *Myerstown, Pa.*, C. A. Bowman, President.
- ALFRED UNIVERSITY, *Alfred, New York*, J. N. Norwood.
- ALLEGHENY COLLEGE, *Meadville, Pa.*, C. F. Ross, Dean of Men.
- AMERICAN UNIVERSITY, *Washington, D. C.*, Paul Kaufman.
- BALDWIN SCHOOL, *The, Bryn Mawr, Pa.*, Miss Elizabeth W. Towle.
- BENNETT HIGH SCHOOL, *Buffalo, New York*, Charlotte Carpenter.
- BERKELEY-IRVING SCHOOL, *New York City*, Louis Dwight Ray, Headmaster.
- BIRMINGHAM SCHOOL, *Birmingham, Pa.*, Preston S. Moulton, Headmaster.
- BLAIR ACADEMY, *Blairstown, Pa.*, John C. Sharpe, Headmaster.
- BOUND BROOK HIGH SCHOOL, *N. J.*, G. Harvey Nicholls, Principal.
- BROOKLYN COLLEGE PREPARATORY SCHOOL, *Brooklyn, N. Y.* (1125 Carroll St.), Rev. J. M. Jacobs, S. J. Headmaster.
- BUCKNELL UNIVERSITY, *Lewisburg, Pa.*, Romeyn H. Rivenburg, Dean.
- BUFFALO NORMAL SCHOOL, *Buffalo, N. Y.*, Earl Daniels.
- CANISIUS COLLEGE, *Buffalo, N. Y.*, Rev. F. M. Gillis, S. J., Joseph F. Beglan, S. J., Edward S. Pouthier, S. J.
- CHELTENHAM HIGH SCHOOL, *Elkins Park, Pa.*, I. R. Kraybill, Principal.
- COLUMBIA HIGH SCHOOL, *South Orange and Maplewood, N. J.*, John H. Bosshart, Principal.
- COLUMBIA UNIVERSITY, *New York*, Adam Leroy Jones, Director of Admissions, H. E. Hawkes, Dean W. L. Eccles.
- CORNELL UNIVERSITY, *Ithaca, New York*, R. H. Jordan.
- DELAWARE STATE DEPARTMENT OF PUBLIC INSTRUCTION, John Shilling, Assistant State Superintendent in charge of high schools.
- DE WITT CLINTON HIGH SCHOOL, *New York City*, Jesse E. Whitsit.
- DREW SEMINARY FOR YOUNG WOMEN, *Carmel, N. Y.*, Herbert E. Wright, President, Grace Emma Smith.
- DREXEL INSTITUTE, *Philadelphia, Pa.*, K. G. Matheson, President.
- D'YOUVILLE COLLEGE, *Buffalo, N. Y.*, Sister Grace of the Sacred Heart, Dean.
- EAST ORANGE HIGH SCHOOL, *N. J.*, Ralph E. Files, Principal.
- ELMIRA COLLEGE, *Elmira, N. Y.*, Amy M. Gilbert.
- ETHICAL CULTURE HIGH SCHOOL, *New York City*, Central Park West and 63d St.), Herbert W. Smith, Principal.
- FORDHAM UNIVERSITY, *Fordham, New York City*, Rev. Charles J. Deane, S. J., Dean, St. John's College.
- FRANKLIN AND MARSHALL COLLEGE, *Lancaster, Pa.*, Howard R. Omwake, Dean.
- FRANKLIN SCHOOL, *The, Buffalo, N. Y.*, Olive Williams.
- FRIENDS' SCHOOL, *Wilmington, Delaware*, Charles W. Bush, Principal.
- GEORGE SCHOOL, *George School, Pa.*, George A. Walton, Principal, William Eves, 3d.
- GEORGETOWN PREPARATORY SCHOOL, *Garrett Park, Maryland*, Rev. Neil Boyton, S. J.
- GEORGE WASHINGTON UNIVERSITY, *Washington, D. C.*, W. C. Ruediger.
- GERMANTOWN FRIENDS' SCHOOL, *Philadelphia, Pa.*, Stanley R. Yarnall, Principal, Joseph H. Price.
- GIRARD COLLEGE, *Philadelphia, Pa.*, Cheesman A. Herrick, President, Joseph M. Jameson, Vice-President.
- GLEN RIDGE HIGH SCHOOL, *N. J.*, H. W. Dutch, Superintendent of Schools.
- HACKLEY SCHOOL, *Tarrytown, N. Y.*, Walter B. Gage, Headmaster.
- GOUCHER COLLEGE, *Baltimore, Md.*, Carrie Mae Probst.

- GROVE CITY COLLEGE, *Grove City, Pa.*, Weir C. Ketler, President.
 GUNSTON HALL, *Washington, D. C.*, Mary B. Kerr, Principal.
 HAMILTON COLLEGE, *Clinton, N. Y.*, Frederick C. Ferry, President.
 HILL SCHOOL, THE, *Pottstown, Pa.*, George D. Robins, Dean.
 HOBART COLLEGE, *Geneva, N. Y.*, Murry Bartlett, President.
 HOLY ANGELS ACADEMY, *Fort Lee, N. J.*, Sister St. Ursula, Principal, Sister St. Edward, Sister Teresa of Jesus.
 HOOD COLLEGE, *Frederick, Md.*, Esther E. Shaw.
 HOWARD UNIVERSITY, *Washington, D. C.*, D. W. Woodard, Dean.
 HUNTER COLLEGE OF THE CITY OF NEW YORK, Elizabeth Brownell Collier.
 HUTCHINSON-CENTRAL HIGH SCHOOL, *Buffalo, N. Y.*, M. S. Thomas, Principal, Mary M. Wardwell, Ruth Craig.
 KNOX SCHOOL FOR GIRLS, *Cooperstown, N. Y.*, Laura L. Wood.
 LAFAYETTE COLLEGE, *Easton, Pa.*, William O. Allen.
 LA SALLE COLLEGE, *Philadelphia*, Brother Dorothena, F. S. C., President.
 LAWRENCEVILLE SCHOOL, *Lawrenceville, N. J.*, Dr. M. A. Abbott, Headmaster, E. C. Foresman, A. R. Hyatt, Ernest E. Rich, F. J. V. Hancox, Ira Williams.
 LINDEN HALL SEMINARY, *Lititz, Pa.*, F. D. Stengle, Principal.
 LOYOLA COLLEGE, *Baltimore, Md.*, Rev. Edward A. Ryan, S. J.
 LOYOLA SCHOOL, *83d and Park Ave., New York City*, N. H. Gambert, S. J.
 MANHATTAN COLLEGE, *New York City*, Brother Thomas, President; Brother Jasper, Dean.
 MANLIUS SCHOOL, *Manlius, New York*, Maj. Charles W. Elliott, Headmaster, L. G. Spawn.
 MARYLAND DEPARTMENT OF EDUCATION, Merle S. Bateman.
 MARYLAND STATE NORMAL SCHOOL, *Towson, Md.*, Lena C. Van Bibber.
 MASTEN PARK HIGH SCHOOL, *Buffalo, N. Y.*, Etta Cohen, J. L. Luebben.
 MASTERS SCHOOL, THE, *Dobbs Ferry, N. Y.*, Miss B. B. Anderson.
 MERCERSBURG ACADEMY, *Mercersburg, Pa.*, James G. Miller, Registrar.
 MONTCLAIR ACADEMY, *Montclair, N. J.*, Walter D. Head, Headmaster, William H. Miller.
 MONTCLAIR HIGH SCHOOL, *Montclair, N. J.*, Harold A. Ferguson, Principal.
 MOUNT ST. AGNES COLLEGE, *Mount Washington, Md.*, Sister M. Xavier, Directress, Sister M. Dolores, Sister M. Poes, Sister M. Placid.
 MOORESTOWN FRIENDS' SCHOOL, *Moorestown, N. J.*, Chester L. Reagan, Principal.
 MORAVIAN SEMINARY AND COLLEGE FOR WOMEN, *Bethlehem, Pa.*, Edwin J. Heath, President.
 MORRIS HIGH SCHOOL, *New York City*, Fred C. White.
 NEWARK ACADEMY, *Newark, N. J.*, Wilson Farrand, Headmaster.
 NEW YORK STATE COLLEGE FOR TEACHERS, *Albany, N. Y.*, A. W. Risley.
 NICHOLS SCHOOL, *Buffalo, N. Y.*, Thurston J. Davies, Headmaster; Henry G. Gilland, Bernard B. Pierce, Vincent E. Walsh, Ray M. Verrill, E. Lawrence Springer, William Hugh Mitchell.
 PACKER COLLEGIATE INSTITUTE, *Brooklyn, N. Y.*, John H. Denbigh, Principal.
 PARK SCHOOL, *Buffalo, N. Y.*, Helen L. Burten, A. Katherine Shumway, E. M. Hinton, Edward Loley.
 PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION, James N. Rule, Deputy Superintendent.
 PENNSYLVANIA MILITARY COLLEGE, *Chester, Pa.*, Norman McClure.
 PHILADELPHIA BOARD OF EDUCATION, Department of Science, Edward E. Weldman, Director.
 POLYTECHNIC INSTITUTE OF BROOKLYN, *N. Y.*, Ernest J. Streubel, Dean.
 POLYTECHNIC PREPARATORY COUNTRY DAY SCHOOL, *Brooklyn, N. Y.*, Cornelius B. Boocock.

- PRINCETON UNIVERSITY, *Princeton, N. J.*, Radcliffe Heermance, Dean of Freshmen and Director of Admissions.
- REGIS HIGH SCHOOL, *55 East 84th Street, New York City*, Edward B. Rooney, S. J.
- ROSEMONT COLLEGE, *Rosemont, Pa.*, Mother M. Cleophas, Dean.
- ST. JOHN'S COLLEGE, T. P. Brockway.
- ST. JOHN'S COLLEGE, *Brooklyn, N. Y.*, Thomas F. Ryan.
- ST. JOSEPH'S COLLEGE, *18th and Thompson Streets, Philadelphia*, John F. McNally, S. J.
- ST. MARY'S HALL, *Burlington, N. J.*, Sister Edith Constance, Principal; Sister Madeleine Mary.
- ST. THOMAS COLLEGE, *Scranton, Pa.*, Brother George Lewis, President.
- ST. VINCENT COLLEGE, *Beatty, Pa.*, Rev. P. Louis Haas.
- SCHUYLKILL COLLEGE, *Reading, Pa.*, W. F. Teel, President.
- SCARBOROUGH SCHOOL, *Scarborough-on-Hudson, N. Y.*, A. H. Sutherland, Director; Harrison W. Moore.
- SETON HILL COLLEGE, *Greensburg, Pa.*, James A. Reeves, Sister M. Electa Boyle, Sister M. Victoria Brown.
- STEVENS INSTITUTE OF TECHNOLOGY, *Hoboken, N. J.*, Mrs. Olga Swoboda.
- STONY BROOK SCHOOL, *The, Stony Brook, N. Y.*, F. G. Armstrong.
- SWARTHMORE COLLEGE, *Swarthmore, Pa.*, Raymond Walters, Dean.
- TEMPLE UNIVERSITY, *Philadelphia, Pa.*, James H. Dunham, Dean; A. B. Linsley.
- THIEL COLLEGE, *Greenville, Pa.*, Luther Malmberg, Dean; Florence A. Beaver.
- THURSTON PREPARATORY SCHOOL, *Pittsburgh, Pa.*, Miss Marie Antoinette Anderson.
- TOME SCHOOL, *Port Deposit, Md.*, C. A. Ewing.
- TOWER HILL SCHOOL, *Wilmington, Delaware*, A. N. Zechiel.
- TRINITY COLLEGE, *Washington, D. C.*, Sister Raphael, President; Helen C. Kelly, Catherine L. Manning.
- UNION COLLEGE, *Schenectady, N. Y.*, Charles A. Richmond, President.
- UNIVERSITY OF BUFFALO, *Buffalo, N. Y.*, Julian Park, Dean.
- UNIVERSITY OF MARYLAND, *College Park, Md.*, A. E. Zucher.
- UNIVERSITY OF PENNSYLVANIA, George Wm. McClelland, Vice-Provost; Albert C. Baugh, William E. Lingelbach.
- UNIVERSITY OF PITTSBURGH, *Pa.*, S. B. Linhart.
- UNIVERSITY OF ROCHESTER, *N. Y.*, John R. Slater.
- UNIVERSITY OF THE STATE OF NEW YORK, *Albany, N. Y.*, Augustus S. Downing, James Sullivan.
- UPSALA COLLEGE, *East Orange, N. J.*, Alvin R. Colman.
- VAIL DEANE SCHOOL, *Elizabeth, N. J.*, Mrs. Adelaide Johnson Howell.
- VILLANOVA COLLEGE, *Villanova, Pa.*, Howard A. Grelis, Dean; Rev. James Griffin, President.
- WASHINGTON COLLEGE, *Chestertown, Md.*, Paul E. Titsworth, President.
- WELLS COLLEGE, *Aurora, N. Y.*, Emily Hickman.
- WESTERN HIGH SCHOOL, *Washington, D. C.*, Miss M. R. Wallace.
- WESTMINSTER COLLEGE, *New Wilmington, Pa.*, Charles A. Dawson.
- WILMINGTON HIGH SCHOOL, *Wilmington, Delaware*, M. Channing Wagner, Principal.
- WEST ORANGE HIGH SCHOOL, *N. J.*, Frederick W. Reimherr, Principal.
- XAVIER HIGH SCHOOL, *30 West 16th Street, New York City*, Leo F. Andries, Headmaster.
- WOMEN'S COLLEGE, *University of Delaware, Newark, Delaware*, Winifred J. Robinson, Dean.
- WYOMING SEMINARY, *Kingston, Pa.*, Wilbur H. Fleck, Dean.

TABLE

INSTITUTION	3	4	5	6	7	8	9	10	11	12	13			14	15	16	17
	Certificating Privilege determined by	Admission without meeting full requirements	Entrance Requirements administered by	Records open to inspection	Articulation between 1st year college and secondary school	Periods per Week	Length of Period	Length of Session	No. Vacation Days	No. Holidays	Degrees			Baccalaureate degrees equal	Degrees without residence.	Degrees with lower requirement	Minimum residence
											AB	BS	other				
Adelphi College.....	C	rarely	R	yes	3 subj.	15	50	34	15	7	1	..	2	yes	no	no	30 hr
Alfred University.....	SC	1 cond.	RD	yes	major	16	1 hr.	38	26	2	1	1	..	yes	no	no	1 yr.
Allegheny College.....	S	yes	R	yes	4 subj.	15-19	50	36	23	5	1	1	2	yes	no	no	1 yr.
Barnard College.....	no cert.	yes	C	.....	.....	38	50	30	104	21	1	..	..	yes	no	no	1 yr.
Bryn Mawr College.....	no cert.	no	SEC	yes	.....	15	50	33	25	25	1	..	2	yes	no	no	3 yr.
Bucknell University.....	S	sometime	DR	yes	3 subj.	16-18	1 hr.	36	3	3	1	1	..	yes	no	no	1 yr.
University of Buffalo.....	SA	rarely	C	yes	close	16	50	34	18	4	1	1	4	yes	no	no	1 yr.
Canisius College.....	SAC	1 cond.	D	yes	fair	17	50	36	16 wk.	8-10	1	1	2	honors	no	no	34 hr
Catholic University of America.....	..	no	R	yes	2 subj.	17-21	50	32	22	7	1	1	..	yes	no	no	1 yr.
Colgate University.....	C	1 cond.	D	yes	2-3-4 subj.	15-18	50	36	123	2	1	1	4	yes	no	no	2 sem.
Columbia University.....	..	rare	adm.	yes	close	15-19	50	16	17	2	1	..	..	yes	no	no	1 yr.
Cornell University.....	C	no	CR	yes	.....	15	50	100 da.	79	2	1	..	1	yes	no	no	1 yr.
University of Delaware.....	C	no	CD	yes	3 subj.	15	50	37	104	22	1	1	2	yes	no	no	1 yr.
Dickinson College.....	SAC	rarely	D	yes	entire	16-17	1 hr.	..	20	4	1	..	2	yes	no	no	1 yr.
Elmira College.....	C	no	C	yes	close	15	50	34	115 2½ wk.	3	1	1	..	yes	no	no	2 yr.
Fordham University.....	S	1 cond.	D	yes	major	25	50	36	13 wk.	5 T. C.	1	1	..	yes	no	no	1 yr.
Franklin & Marshall College.....	SC	rarely	D	yes	all	15-18	55	36	13 wk.	E.	1	1	2	yes	no	no	1 yr.
Geneva College.....	SA	rarely	CR	yes	4 subj.	30	60	34	19	3	1	1	3	yes	no	no	2 sem.
Georgetown University.....	SA	.....	CD	yes	complete	18-27	50	32	18	7	1	1	2	yes	no	no	1 yr.
Georgian Court College.....	SA	1 cond.	C	yes	.....	18	60	36	20	4	1	1	1	yes	no	no	2 yr.
Gettysburg College.....	S	no	C	yes	definite	14-18	55	35	23	3	1	1	5	yes	no	no	1 yr.
Goucher College.....	SAC	rarely	R	yes	4 subj.	3	50	32	30½	3	1	1	4	yes	no	no	1 yr.
Grove City College.....	SA	yes	CR	yes	well	16	50	36	28	2	1	..	..	yes	no	no	1 yr.
Hamilton College.....	C	1 cond.	C	yes	4-5 subj.	3	60	36	25	4	1	1	2	yes	no	no	1 yr.
Haverford College.....	no cert.	no	C	yes	4 subj.	..	..	..	..	..	1	1	2	yes	masters	no	1 yr.
Hobart College (Including William Smith).....	S	occasionally	D	yes	4 subj.	45	50	39	26	1	1	1	2	yes	no	no	..
Hood College.....	SC	1 cond.	CR	yes	4 subj.	15	55	36	17	1	1	1	..	yes	no	no	1 yr.
Howard University.....	SC	no	R	yes	satisfactory	5	60	36	11 wk.	3	1	..	1	BA+	no	no	1 yr.
Hunter College.....	no cert.	no	R	yes	80%	16	50	37	15	7	1	1	1	yes	no	no	1 yr.
Johns Hopkins University.....	SA	yes	D	yes	most cases	44	50	34	126	T. C. E.	1	1	10	yes	no	no	1 yr.
Juniata College.....	S	2 cond.	C	yes	close	15	1 hr.	36	22	2	1	1	..	yes	no	no	1 yr.
Lafayette College.....	SA	no	R	yes	.....	18	55	36	3½ wk.	0	1	1	7	yes	no	no	1 yr.
Lebanon Valley College.....	S	yes	C	yes	if possible	39	60	36	18	2	1	1	3	yes	no	no	1 yr.
Lehigh University.....	SAC	no	D	yes	3 subj.	17-23	50	37	19	1	1	1	11	yes	no	no	1 yr.
Lincoln University.....	C	2 cond.	C	yes	close	16	60	37	17	3	1	..	..	yes	no	no	1 yr.
Manhattan College.....	S	rarely	DR	yes	concentric	20	50	..	..	..	1	1	1	yes	no	no	1 yr.
University of Maryland.....	SA	lack in subj. not points	CR	yes	close	39	50	38	17½	2	1	1	..	yes	no	no	1 yr.
Marywood College.....	S	1 cond.	DR	yes	4 subj.	3-4	55	5	20	6	1	..	4	AB+	no	no	1 yr.
Moravian College.....	SC	1½ cond.	C	yes	none	20	45	36	10-12	7	1	1	..	yes	no	no	1 yr.
Mt. St. Mary's College.....	SA	yes	D	yes	all	3, 4, 5	60	38	25-30	8	1	..	3	yes	honorary	no	lack of 4 yr.
College of Mt. St. Vincent.....	SA	2 cond.	DC	yes	4 subj.	18	50	170 da.	92	23	1	1	1	yes	no	no	1 yr.
Muhlenberg College.....	C	rarely	Chr.	yes	close	..	60	35	3 wk.	2	1	1	1	yes	no	no	1 yr.
College of New Rochelle.....	C	lack in subj. not points	DR	yes	close	17	50	34	21½	2	1	..	3	yes	no	no	1 yr.
College of City of New York.....	S	1 cond.	C	yes	entire	16	53	39	17	5	1	1	1	yes	no	no	1 yr.
New York University.....	SA	no	Chr. Ad. C.	yes	close	15-18	55	37	19	19	1	1	2	yes	no	no	1 yr.
Washington Square College.....	C	no	Chr.	yes	5 subj.	2, 3, 4, 5	1 hr.	34	16	4	1	1	..	yes	no	no	32 pt.
Niagara University.....	SC	yes	CD	yes	if possible	18	1 hr.	9 mo.	20	8	1	1	2	Ph.B.	no	no	1 yr.
University of Pennsylvania.....	AC	no	Dir. Adm.	yes	close	..	50	16½	25	3	1	..	..	yes	no	no	1 yr.
Pennsylvania College for Women.....	SAC	no	D	yes	fair	15	1 hr.	34	26	3	1	..	..	yes	no	no	1 yr.
Pennsylvania State College.....	S	no	R	yes	.....	39	50	36	20	2	1	1	5	yes	no	no	1 yr.
University of Pittsburgh.....	S	rarely	R	yes	.....	15	53	32	June Sept.	21	1	1	17	yes	no	no	24 credit
Weston University.....	no cert.	rarely	C	to authorized officers	yes	F.S.=5 J.S.=4	1 hr.	36	14 wk 2 da.	4	1	1	1	yes	no	no	2 yr.
University of Rochester.....	C	rarely	D	yes	close	15-16	50	36	..	24	1	1	2	yes	no	no	1 yr.
St. Elizabeth's College.....	SC	no	C	yes	close	15-18	55	34	20	3	1	1	1	yes	no	no	1 yr.
St. John's College, Brooklyn.....	C	1 cond.	D	yes	3 subj.	15-18	1 hr.	34	19	4	1	1	2	yes	no	no	1 yr.
St. John's College, Annapolis.....	S	rarely	DR	yes	close	16-18	60	36	14	12	1	1	1	yes	no	no	1 yr.
St. Joseph's College.....	S	1 cond.	C	yes	3 subj.	3	50	34	21	1	1	1	..	yes	no	no	1 yr.
St. Joseph's College.....	S	no	D	yes	½ year	21	50	38	June-Sept.	24	1	1	1	yes	no	no	1 yr.
Lawrence University.....	SAC	no	D	yes	1 year	3-5	50	..	..	T. C. E.	1	1	3	yes	no	no	1 yr.
Stephen's College.....	C	2 cond.	CR	yes	complete	3	50	39	25	4	1	..	..	..	no	no	1 yr.
Vincennes College.....	SAC	1 cond.	D	yes	3 subj.	16-18	60	34	21	7	1	1	2	no	no	no	1 yr.
Wash. Hill College.....	SA	lack in subj. not points	C	yes	5 subj.	..	1 hr.	38	3	3	1	..	2	yes	no	no	1 yr.
Wilmington College.....	C	no	D	yes	.....	15-17	55	34	28	4	1	..	2	not in hours	no	no	1 yr.
Worcester University.....	SA	no	Adm.	yes	no	6 da.	1 hr.	32	27	0	1	1	1	yes	no	no	1 yr.
Wright University.....	SA	2 cond.	D	yes	complete	15-16	60	36	17	2	1	1	1	yes	no	no	1 yr.
Wright College.....	SA	3 cond.	E	yes	if possible	15	50	34	12	1	1	1	1	yes	no	no	1 yr.

TABLE I

17	18	19	20	21								22	23	24									
Minimum residence	Semester hours for graduation	Minimum Qualitative Requirement	Baccalaureate degree honoris causa?	Degrees Awarded								No. of Students	No. of Faculty	No. of Full Professors	No. of Assoc. Professors	No. of Asst. Professors	No. of Instructors	No. of Assistants	No. of Others	Is President counted as Professor?	No. part time teachers	No. of Departments	
				1921 AB BS	others	1922 AB BS	others	1923 AB BS	others	1924 AB BS	others												Total
30 hr.	120	pass = 60 only 2 D's per semester	no	61	20	75	17	72	9	79	13	346	451	30	17	0	2	5	4	0	no	4	18
1 yr.	128	average = C	no	36	1	24	0	52	0	58	0	477	394	28	20	0	3	5	0	0	no	3	16
1 yr.	125	125 pointsⓄ	no	86	3	103	5	100	12	92	6	407	372	39	14	0	9	14	2	0	no	0	14
1 yr.	120	only 6 pts. D per year	no	170	0	152	0	157	0	177	0	656	908	119	28	16	19	26	17	7	no	17	23
3 yr.	120	"merit" or more in half of hours	no	85	15	79	17	75	8	72	19	370	489	53	24	11	10	14	7	5	no	13	22
1 yr.	128-148	none	no	130	26	140	12	170	15	171	11	675	1000	57	31	0	5	20	0	0	no	4	22
1 yr.	128	96 semester hours more than minimum	no	18	0	38	4	39	38	71	41	249	706	44	14	2	8	19	2	0	no	3	22
34 hr.	136	usually 75%	no	37	21	54	25	33	11	54	24	259	650	36	20	0	3	5	8	0	yes	8	13
1 yr.	148-156	pass	no	17	38	23	48	28	50	40	73	317	669	87	20	13	0	51	3	0	no	0	29
2 sem.	128	140 quality pointsⓄ	no	87	17	96	11	121	17	128	26	503	816	60	3	17	2	8	3	0	no	0	(20)Ⓞ
1 yr.	124	pass = C	no	293	0	309	0	365	0	389	0	1356	2033	230	51	42	64	70	2	0	yes	65	(26)Ⓞ
1 yr.	120	.....	no	488	34	507	36	565	42	526	44	2242	1846	264	62	0	34	92	76	27	no	few	28
1 yr.	120-138	60 honor pointsⓄ	no	70	3	77	4	99	11	70	4	338	572	62	24	6	14	13	3	0	no	10	..
1 yr.	132	½ grades = D or all grades = C or ¾ Jun. & Sen. = C	no	65	36	73	17	44	27	70	39	371	505	24	14	6	0	4	0	0	no	0	(16)Ⓞ
2 yr.	120	minimum = 70	no	81	0	71	1	99	2	92	1	347	533	42	21	5	3	13	0	0	no	1	..
1 yr.	136	minimum = 60	no	67	0	74	0	108	0	108	0	357	905	47	12	0	15	10	10	0	no	6	12
1 yr.	120	pass = 50	no	56	5	61	6	61	9	58	17	273	496	28	..	..	..	..	..	yes	3	17	
2 sem.	120	90 hours of grade 60 pass = 70	no	47	9	54	4	39	4	54	4	215	360	18	16	0	0	5	2	0	no	4	19
1 yr.	136	200 credit hoursⓄ	no	40	27	61	37	43	41	72	37	358	633	38	11	9	3	9	6	0	no	6	14
2 yr.	132	more than half above D	no	6	0	11	0	16	0	12	0	45	105	19	11	0	0	8	0	0	no	8	11
1 yr.	136	80 semesters hours of C or more	no	69	13	67	12	86	12	87	15	361	629	40	19	0	6	15	0	0	no	0	16
1 yr.	120	none	no	157	0	151	0	168	0	186	0	662	1031	86	22	8	11	23	13	0	no	1	19
1 yr.	128	none	no	22	20	26	28	31	27	40	35	229	544	31	19	0	3	7	2	0	no	2	..
1 yr.	138	half of work after Fresh. yr. = 70 or more	no	63	1	63	2	50	1	65	1	246	392	33	24	4	1	3	1	0	yes	1	19
.....	20	Junior and Senior average = 70	no	...	...	...	...	...	...	...	...	180	230	78	12	2	5	4	5	0	no	2-3	..
1 yr.	124	225 creditsⓄ	no	34	0	49	0	61	0	36	0	180	393	32	16	0	2	12	1	0	no	1	19
1 yr.	120	84 hr. of C or more	no	23	0	38	0	34	0	89	0	184	459	45	13	5	1	17	3	0	no	2	17
1 yr.	120	¾ of work = C or more	no	76	92	108	135	154	137	126	137	985	1140	45	26	2	7	9	5	0	no	1	27
1 yr.	125	average = C (70-79)	no	243	0	284	0	239	0	235	2	1003	7620	132	16	20	26	61	0	11	no	3	16
1 yr.	125	pass = 6	no	...	...	...	...	...	...	...	...	4260	478	83	50	4	0	165	0	0	no	2	..
1 yr.	124	7 in all except 2 subjects pass = 70	no	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1 yr.	138-156	Jun., Sen., maj., related minor = 80 standing = 2.5	no	7	0	28	0	28	0	37	0	100	320	25	12	0	2	11	7	0	yes	2	14
1 yr.	138-156	on basis of 5.	no	38	58	91	46	102	54	120	62	571	960	83	23	6	22	28	1	0	yes	2	22
1 yr.	132	½ of hours = C or more	no	28	3	37	1	34	2	53	6	164	568	23	13	0	0	0	10	0	no	3	14
1 yr.	145-162	pass (60)	no	24	93	9	115	41	149	57	129	617	1209	148	29	15	31	36	7	0	no	3	21
1 yr.	128	pass (60)	no	22	0	29	0	44	0	52	0	147	256	14	9	0	2	3	0	0	yes	same	10
1 yr.	128	pass (70)	no	9	8	25	19	19	21	14	13	128	396	22	15	0	4	0	0	0	no	0	(20)Ⓞ
1 yr.	129	¾ of work = C or more	no	10	0	18	0	40	0	32	0	100	341	47	14	5	8	10	5	5	no	5	15
1 yr.	136	pass = D	no	16	2	9	2	31	3	41	4	108	252	38	17	0	2	6	3	0	no	4	14
1 yr.	...	120 hours = more than D	no	9	0	10	0	11	0	11	0	41	92	11	8	1	0	2	0	0	yes	3	(10)Ⓞ
lack	128	pass = 60	no	22	39	19	11	19	15	22	10	157	113	15	8	5	2	3	0	0	no	0	..
of 4 yrs.	136	C (75) in one-third of courses	no	31	1	33	4	40	3	51	1	164	325	28	28	0	2	0	6	0	no	0	9
1 yr.	136	.....	no	43	27	43	17	35	21	43	27	256	360	20	13	0	3	4	0	0	yes	0	13
1 yr.	136	major = C or more	no	44	13	46	13	49	25	71	29	290	533	37	11	0	3	6	2	0	..	15	14
1 yr.	128	6 pts D per year	no	226	41	324	52	247	64	240	68	1162	2891	223	25	38	43	43	74	0	no	23	20
1 yr.	126	limited No. of D's	no	39	2	27	6	66	5	69	13	227	738	115	25	9	24	43	2	2	no	25	18
32 pt.	128	pass = D	no	64	3	66	4	80	3	95	4	309	3762	180	8	10	17	119	33	0	no	15	20
		not more than 40 pts D																					
		general average = C																					
1 yr.	132	224 creditsⓄ	no	4	12	12	4	19	6	21	10	88	240	27	15	0	7	5	4	0	no	3	10
1 yr.	134	pass	no	...	...	...	...	135	0	152	0	287	1725	321	93	1	73	104	50	0	yes	3-4	(43)Ⓞ
1 yr.	120	90 hr. = C or more	no	...	...	...	...	37	0	39	3	79	340	36	12	0	9	13	2	0	no	5	13
1 yr.	130	pass	no	529	29	604	30	572	42	584	27	2417	3500	339	78	51	84	105	21	0	no	0	..
24	120	.....	no	268	152	326	202	480	259	421	279	2387	9304	773	90	23	118	167	62	0	no	0	..
credits																							
2 yr.	872	3rd group in departmental subjects	no	289	69	345	100	371	98	418	121	1811	2412	314	98	24	39	79	26	0	yes	0	18
1 yr.	124-140	124 creditsⓄ	no	119	13	112	19	137	16	164	13	593	838	75	26	0	13	27	9	0	no	0	..
1 yr.	136-150	ultimate average = C	no	101	23	86	23	98	37	88	40	496	763	80	42	22	16	35	5	0	no	25	..
1 yr.	132	B in 48 semester hours	no	32	1	23	4	31	4	35	3	133	304	35	21	0	0	14	0	0	no	7	12
1 yr.	128	pass = 60	no	5	0	11	1	13	2	12	0	44	230	16	10	0	6	0	0	0	no	0	10
1 yr.	134	general average = C	no	15	9	35	20	27	20	24	1	151	131	26	12	4	5	2	1	0	no	1	13
1 yr.	136	pass = 70	no	3	4	8	8	17	5	7	8	60	152	16	12	5	1	0	1	0	no	4	15
1 yr.	120	pass = 60	no	59	4	74	0	63	1	85	0	286	504	28	14	0	5	9	0	0	no	0	22
1 yr.	126	honors = 95	no	7	0	2	0	5	0	14	0	28	125	18	7	7	1	1	0	2	yes	1	11
1 yr.	128	four year's average = 70	no	11	15	7	14	5	9	5	8	74	126	15	10	5	0	0	5	0	no	5	10
1 yr.	128	pass = 70	no	8	0	24	0	22	0	22	3	79	228	34	11	11	0	10	2	0	no	6	11
1 yr.	128	¾ of work above "pass"	no	8	0	24	0	22	0	22	3	79	228	34	11	11	0	10	2	0	no	6	11
1 yr.	124-134	B in major averag. = C	no	107	3	95	0	112	6	107	6	436	550	57	17	4	9	14	13	0	no	9	14
1 yr.	120	average = 75	no	318	273	279	350	306	430	371	419	...	...	...	...	...	...	...	...	...	...	...	...
1 yr.	120	...	no	7	0	7	1	13	4	13	...	...	...	...	...	...	...	...	...	...	...	...	...

Cornell University	C	no	CR	yes		15	50	37	104	22	1	1	2	yes	no	no	1 yr.
University of Delaware	C	no	CD	yes	3 subj.	15	50	37	104	22	1	1	2	yes	no	no	1 yr.
Dickinson College	SAC	rarely	D	yes	entire	16-17	1 hr.	...	20	4	1	..	2	yes	no	no	1 yr.
Elmira College	C	no	C	yes	close	15	50	34	115	3	1	1	..	yes	no	no	2 yr.
Fordham University	S	1 cond.	D	yes	major	25	50	36	2½ wk.	5	1	1	..	yes	no	no	1 yr.
Franklin & Marshall College	SC	rarely	D	yes	all	15-18	55	36	13 wk.	T. C. E.	1	1	2	yes	no	no	1 yr.
Geneva College	SA	rarely	CR	yes	4 subj.	30	60	34	19	3	1	1	3	yes	no	no	2 sem.
Georgetown University	SA		CD	yes	complete	18-27	50	32	18	7	1	1	2	yes	no	no	1 yr.
Georgian Court College	SA	1 cond.	C	yes	.....	18	60	36	20	4	1	1	1	yes	no	no	2 yr.
Gettysburg College	S	no	C	yes	definite	14-18	55	35	23	3	1	1	5	yes	no	no	1 yr.
Goucher College	SAC	rarely	R	yes	4 subj.	3	50	32	30½	3	1	..	..	yes	no	no	1 yr.
Grove City College	SA	yes	CR	yes	well	16	50	36	28	2	1	1	4	yes	no	no	1 yr.
Hamilton College	C	1 cond.	C	yes	4-5 subj.	3	60	36	25	4	1	1	2	yes	masters	no	1 yr.
Haverford College	no cert.	no	C	yes	4 subj.	..	..	...	...	..	1	1	2	yes	no	no	....
Hobart College (Including William Smith)	S	occasionally	D	yes	4 subj.	45	50	39	26	1	1	1	..	yes	no	no	1 yr.
Hood College	SC	1 cond.	CR	yes	4 subj.	15	55	36	17	1	1	..	1	BA+	no	no	1 yr.
Howard University	SC	no	R	yes	satisfactory	5	60	36	11	3	1	1	8	yes	no	no	1 yr.
Hunter College	no cert.	no	R	yes	80%	16	50	37	15	7	1	1	1	yes	no	no	1 yr.
Johns Hopkins University	SA	yes	D	yes	most cases	44	50	34	126	T. C. E.	1	1	10	yes	no	no	1 yr.
Juniata College	S	2 cond.	C	yes	close	15	1 hr.	36	22	2	1	1	..	yes	no	no	1 yr.
Lafayette College	SA	no	R	yes	.....	18	55	36	3½ wk.	0	1	1	7	yes	no	no	1 yr.
Lebanon Valley College	S	yes	C	yes	if possible	39	60	36	18	2	1	1	3	yes	no	no	1 yr.
Lehigh University	SAC	no	D	yes	3 subj.	17-23	50	37	19	1	1	1	11	yes	no	no	1 yr.
Lincoln University	C	2 cond.	C	yes	close	16	60	37	17	3	1	..	..	yes	no	no	1 yr.
Manhattan College	S	rarely	DR	yes	concentric	20	50	...	...	..	1	1	1	yes	no	no	1 yr.
University of Maryland	SA	lack in subj.	CR	yes	close	39	50	38	17½	2	1	1	..	yes	no	no	1 yr.
Marywood College	S	1 cond.	DR	yes	4 subj.	3-4	55	5	20	6	1	..	4	AB+	no	no	1 yr.
Moravian College	SC	1½ cond.	C	yes	none	20	45	36	10-12	7	1	1	..	yes	no	no	1 yr.
Mt. St. Mary's College	SA	yes	D	yes	all	3, 4, 5	60	38	25-30	8	1	..	3	yes	honorary	no	lack of 4 yrs.
College of Mt. St. Vincent	SA	2 cond.	DC	yes	4 subj.	18	50	170	92	23	1	1	1	yes	no	no	1 yr.
Muhlenberg College	C	rarely	Chr.	yes	close	..	60	35	3	2	1	1	1	yes	no	no	1 yr.
College of New Rochelle	C	lack in subj.	DR	yes	close	17	50	34	21½ wk.	2	1	..	3	yes	no	no	1 yr.
College of City of New York	S	1 cond.	C	yes	entire	16	53	39	17	5	1	1	1	yes	no	no	1 yr.
New York University	SA	no	Chr.	yes	close	15-18	55	37	19	19	1	1	2	yes	no	no	1 yr.
Washington Square College	C	no	Ad. C. Chr.	yes	5 subj.	2, 3, 4, 5	1 hr.	34	16	4	1	1	..	yes	no	no	32 pt.
Niagara University	SC	yes	CD	yes	if possible	18	1 hr.	9 mo.	20	8	1	1	2	Ph.B.	no	no	1 yr.
University of Pennsylvania	AC	no	Dir. Adm.	yes	close	..	50	16½	25	3	1	..	..	yes	no	no	1 yr.
Pennsylvania College for Women	SAC	no	D	yes	fair	15	1 hr.	34	26	3	1	..	..	yes	no	no	1 yr.
Pennsylvania State College	S	no	R	yes	.....	39	50	36	20	2	1	1	5	yes	no	no	1 yr.
University of Pittsburgh	S	rarely	R	yes	.....	15	53	32	June	21	1	1	17	yes	no	no	24 credits
Princeton University	no cert.	rarely	C	to authorized officers	yes	F.S.=5 J.S.=4	1 hr.	36	14 wk	4	1	1	1	yes	no	no	2 yr.
University of Rochester	C	rarely	D	yes	close	15-16	50	36	...	24	1	1	2	yes	no	no	1 yr.
Rutgers College	SC	no	C	yes	close	15-18	55	34	20	3	1	1	1	yes	no	no	1 yr.
College of St. Elizabeth	C	1 cond.	D	yes	3 subj.	15-18	1 hr.	34	19	4	1	1	2	yes	no	no	1 yr.
St. John's College, Brooklyn	S	rarely	DR	yes	close	16-18	60	36	14	12	1	1	1	yes	no	no	1 yr.
St. John's College, Annapolis	S	1 cond.	C	yes	3 subj.	3	50	34	21	1	1	1	..	yes	no	no	1 yr.
St. Joseph's College	S	no	D	yes	½ year	21	50	38	June-Sept.	24	1	1	1	yes	no	no	1 yr.
St. Lawrence University	SAC	no	D	yes	1 year	3-5	50	...	...	T. C. E.	1	1	3	yes	no	no	1 yr.
St. Stephen's College	C	2 cond.	CR	yes	complete	3	50	39	25	4	1	..	..	..	no	no	1 yr.
St. Vincent College	SAC	1 cond.	D	yes	3 subj.	16-18	60	34	21	7	1	1	2	no	no	no	1 yr.
Seton Hill College	SA	lack in subj.	C	yes	5 subj.	..	1 hr.	38	3	3	1	..	2	yes	no	no	1 yr.
Swarthmore College	C	no	D	yes	.....	15-17	55	34	28	4	1	..	2	not in hours	no	no	1 yr.
Syracuse University	SA	no	Dir. Adm.	yes	no	6 da.	1 hr.	32	27	0	1	1	1	yes	no	no	1 yr.
Temple University	SA	2 cond.	D	yes	complete	15-16	60	36	17	2	1	..	1	yes	no	no	30 hr.
Thiel College	...	3 cond.	R	yes	if possible	35	50	34	15-20	2-4	1	1	1	no	no	no	1 yr.
Trinity College	no cert.	2 cond.	..	yes	.....	45	55	34	3 wk.	5	1	1	2	yes	no	no	1 yr.
Union University	SAC	no	C	yes	satisfactory	..	1 hr.	202	...	27	1	1	4	yes	no	no	1 yr.
Ursinus College	A	no	C	yes	3 subj.	3, 2, 1	45	38	16	3	1	1	..	yes	no	no	1 yr.
Vassar College	no cert.	no	C	yes	.....	40	50	38	24	3	1	..	1	honors	no	no	2 yr.
Augustinian College of Villanova	SA	2 cond.	C	yes	4 subj.	24	50	34	16	5	1	1	2	AB+	no	no	1 yr.
Washington & Jefferson College	...	no	C	yes	3 subj.	2, 3, 4, 5	55	34	...	T. C. E.	1	1	2	yes	no	no	1 yr.
Wells College	no cert.	1-2 cond.	C	yes	4 subj.	15-16	1 hr.	38	4½ wk.	3	1	..	2	yes	no	no	1 yr.
Western Maryland College	S	yes	CR	yes	yes	16	55	36	83½	16½	1	..	..	yes	no	no	1 yr.
Westminster College	SA	1 cond.	R	yes	fair	30	50	32	T. C. E.	1	1	1	1	yes	no	no	1 yr.
Wilson College	SC	rarely	CD	yes	complete	16	60	33	4 wk.	3	1	1	...	yes	no	no	1 yr.
					Av....1, 2		54	34									Av.

S=State
A=Assn.
C=College
C=Comm.
D=Dean
R=Registrar

120-138	60 honor points②	no	70	3	77	4	99	11	70	4	338	572	62	24	6	14	13	3	0	0	no	10	..
yr. 132	½ grades = D or all grades = C or ¾ Jun. & Sen. = C	no	65	36	73	17	44	27	70	39	371	505	24	14	6	0	4	0	0	no	0	(16)④	
yr. 120	minimum = 70	no	81	0	71	1	99	2	92	1	347	533	42	21	5	3	13	0	0	no	1	..	
yr. 136	minimum = 60	no	67	0	74	0	108	0	108	0	357	905	47	12	0	15	10	10	0	no	6	12	
yr. 120	pass = 50	no	56	5	61	6	61	9	58	17	273	496	28	..	..	..	..	..	..	yes	3	17
sem. 120	90 hours of grade 60 pass = 70	no	47	9	54	4	39	4	54	4	215	360	18	16	0	0	5	2	0	no	4	19	
yr. 136	200 credit hours①	no	40	27	61	37	43	41	72	37	358	633	38	11	9	3	9	6	0	no	6	14	
yr. 132	more than half above D	no	6	0	11	0	16	0	12	0	45	105	19	11	0	0	8	0	0	no	8	11	
yr. 136	80 semesters hours of C or more	no	69	13	67	12	86	12	87	15	361	629	40	19	0	6	15	0	0	no	0	16	
yr. 120	none	no	157	0	151	0	168	0	186	0	662	1031	86	22	8	11	23	13	0	no	1	19	
yr. 128	none	no	22	20	26	28	31	27	40	35	229	544	31	19	0	3	7	2	0	no	2	..	
yr. 138	half of work after Fresh. yr. = 70 or more	no	63	1	63	2	50	1	65	1	246	392	33	24	4	1	3	1	0	yes	1	19	
.... 20	Junior and Senior average = 70	no	...	...	...	...	...	...	...	...	180	230	78	12	2	5	4	5	0	no	2-3	..
courses																							
yr. 124	225 credits②	no	34	0	49	0	61	0	36	0	180	393	32	16	0	2	12	1	0	no	1	19	
yr. 120	84 hr. of C or more	no	23	0	38	0	34	0	89	0	184	459	45	13	5	1	17	3	0	no	2	17	
yr. 120	¾ of work = C or more	no	76	92	108	135	154	137	126	137	985	1140	45	26	2	7	9	5	0	no	1	27	
yr. 125	average = C (70-79)	no	243	0	284	0	239	0	235	2	1003	7620	132	16	20	26	61	0	11	no	3	16	
yr. 125	pass = 6	no	...	...	...	...	...	...	...	...	...	4260	478	83	50	4	0	165	0	no	2	..
yr. 124	7 in all except 2 subjects pass = 70	no	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
yr. 138-156	Jun., Sen., maj., related minor = 80 standing = 2.5	no	7	0	28	0	28	0	37	0	100	320	25	12	0	2	11	7	0	yes	2	14	
yr. 132	on basis of 5.	no	38	58	91	46	102	54	120	62	571	960	83	23	6	22	28	1	0	yes	2	22	
yr. 145-162	½ of hours = C or more	no	28	3	37	1	34	2	53	6	164	568	23	13	0	0	0	10	0	no	3	14	
yr. 128	pass (60)	no	24	93	9	115	41	149	57	129	617	1209	148	29	15	31	36	7	0	no	3	21	
yr. 128	pass (60)	no	22	0	29	0	44	0	52	0	147	256	14	9	0	2	3	0	0	yes	same	10	
yr. 128	pass (70)	no	9	8	25	19	19	21	14	13	128	396	22	15	0	4	0	0	0	no	0	(20)④	
yr. 129	¾ of work = C or more	no	10	0	18	0	40	0	32	0	100	341	47	14	5	8	10	5	5	no	5	15	
yr. 136	pass = D	no	16	2	9	2	31	3	41	4	108	252	38	17	0	2	6	3	0	no	4	14	
yr. 128	120 hours = more than D	no	9	0	10	0	11	0	11	0	41	92	11	8	1	0	2	0	0	yes	3	(10)④	
yr. 128	pass = 60	no	22	39	19	11	19	15	22	10	157	113	15	8	5	2	3	0	0	no	0	..	
4 yrs. 136	C (75) in one-third of courses	no	31	1	33	4	40	3	51	1	164	325	28	28	0	2	0	6	0	no	0	9	
yr. 136	major = C or more	no	43	27	43	17	35	21	43	27	256	360	20	13	0	3	4	0	0	yes	0	13	
yr. 136	6 pts D per year	no	44	13	46	13	49	25	71	29	290	533	37	11	0	3	6	2	0	..	15	14	
yr. 128	limited No. of D's	no	226	41	324	52	247	64	240	68	1162	2891	223	25	38	43	43	74	0	no	23	20	
yr. 126	pass = D	no	39	2	27	6	66	5	69	13	227	738	115	25	9	24	43	2	2	no	25	18	
2 pt. 128	not more than 40 pts D general average = C	no	64	3	66	4	80	3	95	4	309	3762	180	8	10	17	119	33	0	no	15	20	
yr. 132	224 credits③	no	4	12	12	4	19	6	21	10	88	240	27	15	0	7	5	4	0	no	3	10	
yr. 134	pass	no	...	...	...	...	135	0	152	0	287	1725	321	93	1	73	104	50	0	yes	3-4	(43)④
yr. 120	90 hr. = C or more	no	...	...	...	...	37	0	39	3	79	340	36	12	0	9	13	2	0	no	5	13
yr. 130	pass	no	529	29	604	30	572	42	584	27	2417	3500	339	78	51	84	105	21	0	no	0	..	
24 credits 120	pass	no	268	152	326	202	480	259	421	279	2387	9304	773	90	23	118	167	62	0	no	0	..	
yr. 872	3rd group in departmental subjects	no	289	69	345	100	371	98	418	121	1811	2412	314	98	24	39	79	26	0	yes	0	18	
yr. 124-140	124 credits④	no	119	13	112	19	137	16	164	13	593	838	75	26	0	13	27	9	0	no	0	..	
yr. 136-150	ultimate average = C	no	101	23	86	23	98	37	88	40	496	763	80	42	22	16	35	5	0	no	25	..	
yr. 132	B in 48 semester hours	no	32	1	23	4	31	4	35	3	133	304	35	21	0	0	14	0	0	no	7	12	
yr. 128	pass = 60	no	5	0	11	1	13	2	12	0	44	230	16	10	0	6	0	0	0	no	0	10	
yr. 134	general average = C	no	15	9	35	20	27	20	24	1	151	131	26	12	4	5	2	1	0	no	1	13	
yr. 136	pass = 70	no	3	4	8	8	17	5	7	8	60	152	16	12	5	1	0	1	0	no	4	15	
yr. 120	pass = 60	no	59	4	74	0	63	1	85	0	286	504	28	14	0	5	9	0	0	no	0	22	
yr. 126	honors = 95	no	7	0	2	0	5	0	14	0	28	125	18	7	7	1	1	0	2	yes	1	11	
yr. 128	four year's average = 70	no	11	15	7	14	5	9	5	8	74	126	15	10	5	0	0	5	0	no	5	10	
yr. 128	pass = 70	no	8	0	24	0	22	0	22	3	79	228	34	11	11	0	10	2	0	no	6	11	
yr. 124-134	¾ of work above "pass"	no	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
yr. 128	B in major average = C	no	107	3	95	0	112	6	107	6	436	550	57	17	4	9	14	13	0	no	9	14	
yr. 120	average = 75	no	318	273	279	359	308	439	371	519	2866	5030	526	150	47	81	201	47	0	no	100	..	
30 hr. 125	none	no	7	0	7	1	13	0	13	0	41	314	24	14	0	3	6	1	0	no	0	12	
yr. 128	average = C	no	19	0	29	0	24	0	33	0	105	250	17	13	0	1	3	0	0	no	0	13	
yr. 132	no D work in major pass = 65	no	82	3	79	11	89	8	89	10	3												

③ - A=3: B=2: C=1
 ④ - A=2: B=1
 ⑤ - A=4: B=3: C=2: D=1

④ - Computed

